



Long Valley Charter School

A Non-Profit Public Benefit Corporation

REGULAR BOARD MEETING

Wednesday, June 17, 2026 at 5:30 PM

**At Long Valley School
436-965 Susan Drive, Doyle, CA 96109**

Teleconference Participation Available via Zoom

<https://us02web.zoom.us/j/89403981754?pwd=Acss0yQx6a5vajAbG11IOebdhKEnRP.1>

Teleconference Participation from:

257 E. Sierra St. Suite C Street, Portola, CA. 96122 and
995 Paiute Lane, Susanville, CA. 96130

Agenda

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Sherri Morgan, Executive Director/ Superintendent at 530-257-2395 at least 48 hours before the meeting, if possible.

I. Call to order and roll call Time: PM
Shaun Giese Wilma Kominek Stacy Kirklin Jason Ingram Jaclyn Herbert

II. Pledge of Allegiance

III. Approval of the agenda

IV. Consent Agenda

Board Items under the consent agenda are routine and will be enacted by one motion unless any member of the Board or public requests that an item be removed for separate consideration and placed in the regular order of business following approval of the consent agenda.

A. Board Minutes

Regular Meeting 5/20/26

B. Bills and Warrants

Date: 4/1/26-4/30/26

C. 2026-27 Board Meeting Dates

D. Approval of Renewal of Riverside County Office of Education Memorandum of Understanding for Teacher Credential Clearing Program

V. Public Comments

Members of the public may address the Board on agenda or non-agenda items at regular meetings; at special meetings, the public is limited to discussion of items on the agenda. At regular meetings, non-agenda items will be heard during the "Public Comment" section. Specific discussion on items on the agenda will be heard immediately after the board chair announces the item. We ask that comments are limited to three (3) minutes each unless the Chairperson of the Board grants a longer or shorter period of time depending upon the number of speakers and the size of the agenda. We would appreciate it if you would identify yourself with your name when addressing the Board.

VI. Reports

- A. Board Members:
- B. Executive Director:
- C. Finance Report: Debbie Howard, DMS
- D. Program Reports: – submitted in writing: Campus Locations

VII. Information Items

- A. Local Indicators
- B. Consumer Confidence Report

VIII. Public Hearing

- A. Consideration to Open Public Hearing regarding the Local Control Accountability Plan (LCAP) for Long Valley School and Thompson Peak Charter School
- B. Discussion
- C. Closing of Public Hearing

IX. Action Items

- A. Discussion and possible action regarding approval of Local Control Accountability Plan (LCAP) for Long Valley and Thompson Peak Charter.
- B. Discussion and possible action regarding approval of 2026-27 Budget for Long Valley and Thompson Peak Charter.
- C. Discussion and possible action regarding approval of Updated Position Control for 2025-26.
- D. Discussion and possible action regarding approval of Updated Summer Employment Agreements.
- E. Discussion and possible action regarding approval of Environmental Protection Agency Report.
- F. Discussion and possible action regarding approval of Extreme Weather Protocols.
- G. Discussion and possible action regarding approval of Certificated Salary Schedule Placement for Employee Transitioning from Administrative Assignment to Teaching Assignment.
- H. Discussion and possible action regarding approval of Declaration of Need for Fully Qualified Educators.
- I. Discussion and possible action regarding approval of Discontinuing Employee Education Assistance Policy 1013.
- J. Discussion and possible action regarding approval of Updating Home School Academy Guidelines.
- K. Discussion and possible action regarding approval of Education Protection Account Expenditures.
- L. Discussion and possible action regarding approval of Revised Funding Allocation for Grant-Funded Employee Compensation.
- M. Discussion and possible action regarding approval of Memorandum of Understanding with Reach University.

X. Future Items: Bylaws Update; Ethics Policy, Handbook Updates

XI. Adjournment: Meeting adjourned at PM. The next regular meeting will be held on Wednesday, August 19, 2026.



Long Valley Charter School

A Non-Profit Public Benefit Corporation

REGULAR BOARD MEETING

Wednesday, May 20, 2026 at 5:30 PM

At Long Valley School
436-965 Susan Drive, Doyle, CA 96109

Minutes

- I. **Call to order and roll call** Time: 5:30PM
Shaun Giese Wilma Kominek Stacy Kirklin Jason Ingram Jaclyn Herbert
Arrived at 5:35PM
- II. **Pledge of Allegiance**
- III. **Approval of the agenda**

MSCU (Ingram, Kominek)

- IV. **Consent Agenda**
Board Items under the consent agenda are routine and will be enacted by one motion unless any member of the Board or public requests that an item be removed for separate consideration and placed in the regular order of business following approval of the consent agenda.
 - A. **Board Minutes**
Regular Meeting 4/15/26
 - B. **Bills and Warrants**
Date: 3/1/26-3/31/26

MSCU (Ingram, Kominek)

- V. **Public Comments**
- VI. **Reports**
 - A. Board Members:
 - B. Executive Director:
 - C. Finance Report:
 - D. Program Reports: – submitted in writing: Campus Locations, and Safety
- VII. **Information Items**
 - A. Wildfire Risk Assessment Report
 - B. Dress Code
 - C. Spring Survey results
- VIII. **Action Items**
 - A. Discussion and possible action regarding approval of replacing the kindergarten playground and sidewalks in Doyle with concrete.

MSCU (Ingram, Herbert)

 - B. Discussion and possible action regarding approval of Resolution 2025-26-04 for Long Valley Charter CalSTRS certification.

MSCU (Giese, Ingram)

- C. Discussion and possible action regarding approval of Resolution 2025-26-05 for Thompson Peak Charter CalSTRS certification.
MSCU (Giese, Kominek)
- D. Discussion and possible action regarding approval of Resolution 2025-26-06 for CalSTRS 180-Day Postretirement Employment Exemption Request for Retired Employee Pursuant to SB 765. Motion to approve submission of a CalSTRS postretirement employment exemption request pursuant to SB 765 for Sherri Morgan, authorize the findings set forth in the staff report, and authorize the Board President to execute and submit all required forms, certifications, and supporting documentation to CalSTRS.
MSCU (Giese, Ingram)
- E. Discussion and possible action regarding approval of updating job description for Katie Campbell from Administrative Assistant to Executive Assistant.
MSCU (Giese, Ingram)
- F. Discussion and possible action regarding approval of updating the classified salary schedule to include Executive Assistant.
MSCU (Giese, Herbert)
- G. Discussion and possible action regarding approval of updating the three (3) Assistant Director job descriptions to include specific schoolwide responsibilities (Finance & Operations; Safety, Technology, & Secondary Pathways; Student Services & Professional Standards).
MSCU (Giese, Ingram)
- H. Discussion and possible action regarding approval of Summer Employment Agreements.
MSCU (Giese, Herbert)
- I. Discussion and possible action regarding approval of correcting the salary amounts to \$138,280 and \$141,737 for Misty Brussatoi for the 2026-27 and the 2027-28 school years.
MSCU (Herbert, Ingram)
- J. Discussion and possible action regarding approval of Wildfire Assessment Mitigation Efforts.
MSCU (Giese, Ingram)
- K. Discussion and possible action regarding approval of the California Department of Food and Agriculture Grant Revision.
MSCU (Giese, Kominek)
- L. Discussion and possible action regarding approval of Budget Revision for Strong Workforce Program Expanding Agriculture Grant.
MSCU (Giese, Herbert)
- M. Discussion and possible action regarding approval of agreement with Parsec Education for Charter Renewal Support.
MSCU (Giese, Herbert)
- N. Discussion and possible action regarding approval of School Visitor Screening Policy #5016.
MSCU (Giese, Ingram)

IX. Closed Session Time: 6:26

- A. PUBLIC EMPLOYMENT
 - 1. Classified Staff for 2026-27
 - 2. Certificated Staff for 2026-27

Session concluded at 6:30PM

Report Out: President Giese announced that 35 classified and 33 certificated staff were approved for the 2026-27 school year.

- X. Future Items:** LCAP, Annual Budget, Bylaws Update, Ethics Policy, Dress code proposal, Wellness Policy, Visit SPED offices
- XI. Adjournment:** Meeting adjourned at 6:31PM. The next regular meeting will be held on Wednesday, June 17, 2026.

Governing Board Meeting Dates 2026-27

Wednesday, August 19, 2026
Wednesday, September 16, 2026
Wednesday, October 21, 2026
Wednesday, December 16, 2026
Wednesday, January 20, 2027
Wednesday, February 17, 2027
Wednesday, March 17, 2027
Wednesday, April 21, 2027
Wednesday, May 19, 2027
Wednesday, June 16, 2027

RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

3939 Thirteenth Street
Riverside, California 92501

**MEMORANDUM OF UNDERSTANDING AND AGREEMENT
FOR PARTICIPATION IN
THE CENTER FOR TEACHER INNOVATION INDUCTION PROGRAM
School of Education
2026-2029**

This three (3) year MOU/Agreement is entered into by and between **Riverside County Superintendent of Schools**, hereinafter referred to as “SUPERINTENDENT,” and **Thompson Peak Charter**, hereinafter referred to as “EMPLOYING AGENCY”.

NARRATIVE

SUPERINTENDENT sponsors a Commission on Teacher Credentialing (CTC) accredited program for the Teacher Education Induction Program and is authorized to recommend Clear Credentials for program completers. The Center for Teacher Innovation (CTI) is SUPERINTENDENT’S facilitator of its teacher induction program.

The purpose of this MOU/Agreement is to establish a formal working relationship between the Parties to this MOU/Agreement: and to set forth the operative conditions, which will govern this partnership. SUPERINTENDENT and EMPLOYING AGENCY will form a partnership in providing and coordinating services as part of the Center for Teacher Innovation Induction Program, hereafter referred to as SUPERINTENDENT’S CTI Induction Programs, the program sponsor for the Riverside County Office of Education’s Center for Teacher Innovation Induction Programs (CTI Induction Program).

Each new participating teacher (Candidate) is embarking on a professional development journey in this next phase of their teaching career. The intent of induction is to support and develop new teachers during their first years in the profession leading to increased competence and retention. With a trained Reflective Coach, who functions as a mentor/teacher, the Candidate will reflect on their teaching practice and student learning. Each Candidate will meet an average of one hour per week with their Reflective Coach, engage in reflective conversations and classroom observations, and receive high impact feedback.

All induction activities are fully embedded in each Candidate’s current teaching assignments, and thus are intended to solely enhance each Candidate’s professional experience and growth. The induction process, a carefully thought out and systematic approach to teacher development, is also inherently individualized.

The Center for Teacher Innovation’s Teacher Induction Program will authentically facilitate and enhance supportive and meaningful professional growth experiences for all teachers participating in the program.

AGREEMENTS

1. **TERM:** The term of this MOU/Agreement shall be from **July 1, 2026**, through **June 30, 2029** for a total of three (3) school years. Either Party may discontinue this MOU/Agreement by giving written notice eight (8) months in advance of the final date of this partnership.

2. **SERVICES:**

EMPLOYING AGENCY agrees to:

- A. EMPLOYING AGENCY agrees to participate in SUPERINTENDENT’S CTI Induction Programs for each of EMPLOYING AGENCY’S eligible Candidates. EMPLOYING AGENCY will be responsible to pay the annual enrollment/participation fees, which includes the program services fee, and any applicable CTI provided Reflective Coach fees to SUPERINTENDENT for each Candidate identified each program year.

Each Candidate must complete an online enrollment form each program year of this MOU/Agreement and be fully eligible to officially participate in SUPERINTENDENT’S CTI Induction Programs.

B. EMPLOYING AGENCY further agrees to:

1. Appoint an authorized designee to serve as EMPLOYING AGENCY’S designated Agency Representative (AR) role for participating teachers (Candidates) and Reflective Coaches enrolled in SUPERINTENDENT’S CTI Induction Program, preferably management.
 - a. Identify and notify SUPERINTENDENT of all eligible Candidates to be enrolled to receive CTI services in accordance with the state guidelines and CTI program requirements.
 - b. Identify all school sites with CTI Induction eligible Candidates and distribute CTI provided program information to all site administrators within EMPLOYING AGENCY.
 - c. Maintain regular communication with SUPERINTENDENT’S assigned program manager.
 - d. Attend Agency Representative Meetings throughout each program year of this MOU/Agreement.
 - e. Require attendance of all candidates and AR’s at an annual New Teacher Induction Orientation Meeting held at the beginning of each enrollment period (Traditional and Mid-Year) of each program year of this MOU/Agreement.
2. EMPLOYING AGENCY shall ensure that all Reflective Coach(es) will meet the following qualifications and demonstrate the competencies outlined below, in alignment with Commission on Teacher Credentialing (CTC) standards, and who are not in a supervisory or evaluative role with their assigned Candidate(s):
 - a. **Professional Knowledge and Practice:** Reflective Coach(es) shall demonstrate the following:
 - (i) Content Knowledge - Current and relevant knowledge of the subject matter or content area.
 - (ii) Educational Context Knowledge - Knowledge of the current context of public schooling, including California adopted P–12 content standards, frameworks, and accountability systems.
 - (iii) Diversity Knowledge - Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.
 - (iv) Professional Practice - Effective professional practices in teaching and learning, scholarship, and service.
 - b. **Required Qualifications:** Reflective Coach(es) shall possess the following minimum qualifications:
 - (i) A valid California Clear and/or Level II Teaching Credential.
 - (ii) A minimum of three (3) years of exemplary teaching experience within an accredited K–12 California school setting.
 - (iii) Relevant knowledge of the context and culture of their assigned Candidate(s).

- (iv) Experience with teacher development and adult learning theory.
- c. **Demonstrated Competencies:** Reflective Coach(es) shall demonstrate the following competencies:
- (i) Expert instructional practice, as verified through administrative evaluation.
 - (ii) Resourcefulness in meeting the needs of beginning teachers.
 - (iii) A commitment to ongoing professional learning.
 - (iv) A student-centered approach to professional practice.
 - (v) Effective instructional strategies for differentiation and equity in support of diverse learners and student achievement.
3. Monitor the effectiveness of each qualified EMPLOYING AGENCY Reflective Coach actively participating in the CTI Induction Program. Affirm that each Reflective Coach has fulfilled all program responsibilities before issuance of final stipend payment.
 4. Provide each EMPLOYING AGENCY selected Reflective Coach the opportunity to participate in Reflective Coach Professional Learning Sessions provided by SUPERINTENDENT’S CTI Induction Program.
 5. Provide CTI enrolled Candidates opportunities for one-to-one or small group consultations between Reflective Coach(es) and Candidate(s).
 6. Provide materials and informational support to EMPLOYING AGENCY’S site administrators related to their role in supporting the Induction process for officially enrolled Candidates at their site.
 7. Monitor the progress and completion, each program year of this MOU/Agreement, of all Candidates and Reflective Coaches.
 8. Understand that the recommendation for the Clear Credential for all eligible Candidates will be processed by SUPERINTENDENT for each Candidate who has met all Clear Credential requirements upon receipt of each Candidate’s “Request for Clear Credential Recommendation” form; EMPLOYING AGENCY’S full payment of each enrollment/participation fee on behalf of the Candidate, if applicable; and the required Candidate paid Clear Credential recommendation fee.
 9. Acknowledge the Individual Learning Plan (ILP) is designed solely for the professional growth and development of the Candidate and will not be used for evaluation for employment purposes.

SUPERINTENDENT agrees to:

- A. Provide the CTI Induction Program’s proprietary system of support and individualized learning to the participating teachers (Candidates) with Preliminary General Education, Preliminary Education Specialist, and/or Level 1 Education Specialist teaching credentials as they fulfill the requirements of the California Clear Credential for general education and/or special education teachers. The customized CTI induction program includes:
 1. Access to a Learning Management System (LMS) that promotes and supports 21st century learning
 2. Focus on the implementation of the California Standards and the California Standards for Teaching Profession.
 3. Support for the Candidates in designing and implementing equitable and inclusive learning environments that strive to minimize bias in classrooms, while using culturally responsive pedagogical practices.
- B. Provide appropriate staff to operate and administer the programs.
- C. To promote the professional practice and well-being of Candidates as they work with carefully selected and trained Reflective Coaches. In this relationship Candidates and Reflective Coaches will

- build upon their professional knowledge & teaching skills and will demonstrate their abilities to enhance the academic achievement and overall growth of students.
- D. Establish, coordinate, and provide initial and ongoing Reflective Coach Professional Learning sessions for all officially enrolled Reflective Coaches. This training will focus on the specific coaching skills needed to support the unique needs of the enrolled Candidates. This will include techniques that enhance reflective conversations, constructive feedback, and observation of instruction.
- E. Provide EMPLOYING AGENCY with recruiting materials to inform prospective teaching Candidates that EMPLOYING AGENCY is offering/providing a CTC accredited Teacher Induction Program for the new teaching Candidates to enroll in and participate.
- F. Appoint a CTI Program Manager with sufficient FTE (full-time-equivalency) to fulfill the Program Manager roles and responsibilities for the actual numbers of Candidates and Reflective coaches participating in the CTI Induction Program.
- G. Carry out all Commission on Teacher Credentialing (CTC) required accreditation activities, including but not limited to:
1. Payment of all required CTC accreditation fees on an annual basis
 2. Submission of Biennial Reports in accordance with CTC requirements
 3. Submission of all required Program Assessment documentation
 4. Preparation for and facilitation of CTC site accreditation visits
 5. Participation in program evaluation activities and state review processes
- H. Provide designated staff (CTI program manager) to facilitate program implementation through regular communication with EMPLOYING AGENCY'S authorized Agency Representative (AR)
- I. Convene multiple Governance Team Meetings and Agency Representative Meetings as well as develop other administrative processes as provided for in the program description.
- J. Provide opportunities for each Candidate and Reflective Coach to earn low cost university professional learning credits for program participation through specific partnering institutions of higher education each program year of this MOU/Agreement.
- K. Provide opportunities for each Candidate to earn low cost university units towards a Master's Degree through specific partnering institutions of high education each program year of this MOU/Agreement
- L. Establish and maintain accurate records and reports, which include the following:
1. Program required annual online enrollment form for each Candidate and each Reflective Coach.
 2. Copies of all formative assessment completion records of participation for each Candidate and each Reflective Coach.
 3. Teacher Induction Program Completion Requirements document upon completion of each year of the CTI Induction Program.
 4. Maintenance of an information management system for program completion, credential, and all enrollment/participation fees tracking of each Candidate.
- M. Monitor the progress and completion, each program year of this MOU/Agreement, of all Candidates and Reflective Coaches.
- N. Provide EMPLOYING AGENCY access to and reports from the CTI information management system for EMPLOYING AGENCY to monitor enrollment and completion progress of each of its Candidates and Reflective Coaches officially enrolled in the CTI Induction Program each program year of this MOU/Agreement.
- O. Provide advisement and assistance to each officially enrolled Candidate to ensure their knowledge of all processes and requirements to be eligible for their California Clear Credential recommendation.

- P. Submit to the CTC the recommendation for the Clear Credential for all eligible Candidates who have met all Clear Credential requirements upon receipt of each Candidate's "Request for Clear Credential Recommendation" form; EMPLOYING AGENCY'S full payment of all enrollment/participation fees on behalf of the Candidate, if applicable; and the required Candidate paid Clear Credential recommendation fee.
- Q. Provide for EMPLOYING AGENCY, the CTC, and California Department of Education (CDE) all accreditation report documents and other information requested on all matters related to the CTI Induction Program's requirements and activities.
- R. Provide program activities such as:
 - 1. Institutional Advisory Committee Meetings.
 - 2. CTI Governance Team and Program Unit meetings.
 - 3. New Teacher Induction Orientations.
 - 4. Reflective Coach Professional Learning Sessions.
 - 5. Agency Representative Meetings.
 - 6. End-of-the-year Colloquium.
- S. In the event that EMPLOYING AGENCY is unable to provide a Reflective Coach each program year of this MOU/Agreement for an officially enrolled candidate, SUPERINTENDENT will hire, assign, monitor, and pay a Reflective Coach using the same criteria outlined in section 2(B)(2) of EMPLOYING AGENCY'S responsibilities. SUPERINTENDENT will be reimbursed by EMPLOYING AGENCY for any and all CTI Induction Program provided Reflective Coaches according to the rates reflected in **Appendix A and Appendix B**.
- T. Design and implement an Individual Learning Plan (ILP) solely for the professional growth and development of each Candidate. This ILP will not be used for evaluation for employment purposes.

3. **QUALIFICATIONS:** EMPLOYING AGENCY and all of EMPLOYING AGENCY'S employees or agents shall secure and maintain in force such licenses and permits that are required by law and/or employer, in connection with the furnishing of materials, supplies, or services herein listed.

4. **PAYMENT:** Each program year of this MOU/Agreement, SUPERINTENDENT will collect annual enrollment/participation fees directly from EMPLOYING AGENCY for *all* Candidate(s) of EMPLOYING AGENCY enrolled each program year of this MOU/Agreement in SUPERINTENDENT'S CTI Induction Programs. EMPLOYING AGENCY agrees to pay SUPERINTENDENT at the rates reflected on the table contained in **Appendix A and B**. The following conditions shall also apply:

- A. If a Candidate's status changes from "Active" to "Inactive" at any time during enrollment in their enrolled program year, the Program Services Fee and any applicable CTI Provided Reflective Coach Fee for the candidate will be pro-rated according to the rates contained in **Appendix A and B**. SUPERINTENDENT agrees to charge all applicable prorated fees per Candidate this applies to which EMPLOYING AGENCY agrees to pay. The proration fee schedules apply to all Traditional and Mid-Year enrolled Candidates.
- B. SUPERINTENDENT will submit invoice(s) to EMPLOYING AGENCY after November 1 and March 1 of this MOU/Agreement for all applicable Program Services and CTI Provided Reflective Coach fees per candidate. All payments are due to SUPERINTENDENT by EMPLOYING AGENCY within 30 days of each invoice submitted by SUPERINTENDENT to EMPLOYING AGENCY. All payments shall be submitted to the attention of Accounts Receivable, P.O. Box 868, Riverside, CA 92502.

- C. Notify SUPERINTENDENT immediately of each Candidate and/or Reflective Coach who are no longer actively participating in the CTI Induction Program by submitting a “Status Change Request Form” for each individual, per **Appendix A and B**.
 - D. SUPERINTENDENT will provide EMPLOYING AGENCY a Statement of Account, periodically or upon request, of EMPLOYING AGENCY’S fee(s) due to SUPERINTENDENT related to program enrollment of Candidates and Reflective Coaches during each program year of this MOU/Agreement; as well as, maintain all EMPLOYING AGENCY’S funding documentation required by CTI and the state.
 - E. **The total of this MOU/Agreement shall not exceed the applicable *Program Services Fees* and any applicable *CTI Induction Program Provided Reflective Coach Stipend Costs*, per Candidate each program year of this MOU/Agreement, without prior written notification by SUPERINTENDENT to EMPLOYING AGENCY.**
5. **MATERIALS:** Any and all products developed by SUPERINTENDENT’S Induction Programs are the exclusive property of SUPERINTENDENT. SUPERINTENDENT and SUPERINTENDENT’S Induction Programs reserves the right to adapt and adopt materials developed by SUPERINTENDENT’S Induction Programs for dissemination purposes. Usage and revision of this material by EMPLOYING AGENCY requires prior written approval from SUPERINTENDENT.
6. **WORKERS’ COMPENSATION:** EMPLOYING AGENCY certifies that it is aware of the laws of the State of California requiring the employer to be insured against liability for Workers’ Compensation and shall comply with such laws during the term of this contract.
7. **FINGERPRINTING:** Education Code section 45125.1 and 45125.2 requires EMPLOYING AGENCY to certify that its employees and employees of EMPLOYING AGENCY who may have contact with pupils have not been convicted of serious or violent felonies as defined by statute. Compliance with these conditions, or with the fingerprinting requirements, is a condition of this contract, and SUPERINTENDENT reserves the right to terminate the contract at any time for noncompliance.
8. **MUTUAL HOLD HARMLESS:** The Parties hereto, and each of them, do hereby mutually agree to indemnify, defend, save and hold harmless each other, and their respective officers, agents and employees, of and from any and all liability, claims demands, debts, suits, actions and causes of action, including wrongful death and reasonable attorneys’ fees for the defense thereof, arising out of or in any manner connected with the performance of any act or deed under or pursuant to the terms and provisions of this MOU/Agreement by such indemnifying Party, or its officers, agents and employees.
9. **DATA PRIVACY:** Parties agree to protect the privacy of data records, and to comply with any applicable privacy statutes, including the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended; “FERPA”); California Education Code § 49073.1; the Student Online Personal Information Protection Act (California Business and Professions Code § 22584; “SOPIPA”); California Civil Code § 1798.29; and California Government Code § 7920.005 et seq. (CPRA); the Children’s Online Privacy Protection Act (15 U.S.C. § 6501, et seq., “COPPA”); and the Health Insurance Portability and Accountability Act of 1996, “HIPAA”.
10. **NON-DISCRIMINATION:** EMPLOYING AGENCY shall not illegally discriminate against any individual, including, without limitation, with respect to the provision of services, allocation of benefits, accommodation in facilities, or employment of personnel on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender (including sexual orientation, gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions), political belief or affiliation (not union related), military or veteran status, genetic information, or any other characteristic protected under applicable federal, state, or local laws. Harassment, retaliation, intimidation and

bullying is also prohibited. EMPLOYING AGENCY shall comply with any and all applicable state, federal and other laws that prohibit discrimination, including, without limitation, Title IV, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act.

11. **AMENDMENT:** This MOU/Agreement may be amended only by the mutual written consent of the Parties hereto, except that SUPERINTENDENT may unilaterally amend the contract to accomplish the below-listed changes:

- A. Decreases in dollar amounts.
- B. Administrative changes that do not affect the contractual rights of the Parties.
- C. Changes as required by law.

By signing this Agreement, EMPLOYING AGENCY acknowledges and agrees to the terms and conditions including the following exhibits:

- A. **APPENDIX A-2026-2029 Traditional Enrollment Fee Schedules**
- B. **APPENDIX B-2026-2029 Mid-Year Enrollment Fee Schedule**

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as evidenced by the signatures below of their respective duly-authorized representatives.

Riverside County Superintendent of Schools

Thompson Peak Charter

Signed _____
Authorized Signature

Signed _____
Authorized Signature

Tonya Almeida, Director II
Division of Educational Services

Printed Name and Title

Printed Name and Title

Date _____

Date _____

CTI Agency Representative Information:

Stephanie Preston, Site Administrator
spreston@longvalleycs.org
(530) 816-1321

APPENDIX A

**CTI Induction Program
2026-2029
“Traditional” Enrollment Fee Schedules**

- A. An annual “Traditional” enrollment/participation fee will be charged for each Candidate, **per program year of this MOU/Agreement**, enrolled during the term of this MOU/Agreement as described in the CTI Program Services Fee table below.

“Traditional” CTI Program Services Fee			
Number of Candidates Per Agency	2026-2027	2027-2028	2028-2029
1-15	\$2,600.00	\$2,600.00	\$2,600.00
16-50	\$2,400.00	\$2,400.00	\$2,400.00
51-100	\$2,200.00	\$2,200.00	\$2,200.00
100+	\$2,100.00	\$2,100.00	\$2,100.00

- B. Applicable “Traditional” Reflective Coach Stipend Costs, as outlined in the chart below, per program year of this MOU/Agreement, for each “Traditional” CTI Induction Program Provided Reflective Coach specific to each MOU/Agreement year.

“Traditional” CTI Provided Reflective Coach Fees						
Coach Delivery Model	2026-2027		2027-2028		2028-2029	
	Employing Agency Provided Reflective Coach (Per Candidate)	CTI Induction Program Provided Reflective Coach (Per Candidate)	Employing Agency Provided Reflective Coach (Per Candidate)	CTI Induction Program Provided Reflective Coach (Per Candidate)	Employing Agency Provided Reflective Coach (Per Candidate)	CTI Induction Program Provided Reflective Coach (Per Candidate)
Face-to-Face or Online	\$0.00	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00

APPENDIX A (Cont.)

2026-2029

“Traditional” Enrollment Prorated Fee Schedule

If a Candidate’s status changes from “Active” to “Inactive” at any time during enrollment in his/her enrolled program year, the “Traditional” CTI Program Services Fee and applicable CTI Provided Reflective Coach Fee for the Candidate will be adjusted according to the “Traditional” Program Enrollment Prorated Fee Schedules listed below and EMPLOYING AGENCY agrees to pay all applicable prorated fees per Candidate to which this applies. These prorated fee schedules apply to all blended, online, and distance enrolled Candidates each program year.

“Traditional” CTI Program Prorated <u>Services Fee</u> For Candidates with an enrollment Status change from “Active” to “Inactive”	
Period in which “Inactive” Status was submitted:	Prorated Fee Amount Due:
Prior to October 31	0%
November 1– December 31	25%
January 1– February 28/29	50%
March 1– June 30	No Proration Available

To receive prorated “Traditional” CTI Program Services Fee and applicable CTI Provided Reflective Coach Fees for a Candidate who is not going to complete their CTI Induction Program, the following will have to occur:

- EMPLOYING AGENCY shall submit to SUPERINTENDENT an “Enrollment Status Change Request” Form through the current CTI LMS requesting an enrollment status change of the Candidate who is no longer to be enrolled in the CTI Induction Program each program year.
- The effective date of the prorated fee will be based on the date the “Enrollment Status Change Request” Form is submitted and received by the CTI Induction Program each program year through the LMS.

For any “Inactive” Candidates returning to “Active” status, EMPLOYING AGENCY will be charged the full “Traditional” CTI Program Services Fee and full applicable CTI Provided Reflective Coach Fee each program year.

“Traditional” CTI Provided <u>Reflective Coach Fees</u> for Prorated Enrollment For Candidates with an enrollment Status change from “Active” to “Inactive”	
Period in which “Inactive” Status was submitted:	Prorated Fee Amount Due:
August 1 – October 31	25%
November 1 – December 31	50%
January 1– February 28/29	75%
March 1– June 30	No Proration Available

APPENDIX B

**CTI Induction Program
 2026-2029
 “Mid-Year” Enrollment Fee Schedules**

“Mid-Year” enrollment/participation fees and applicable CTI Induction Program provided Reflective Coach fees will be charged for each semester of enrollment of each Candidate who enrolls during the December 1-February 28 enrollment period, as outlined in the chart below.

- A. Applicable situations that would warrant “Mid-Year” enrollment of a Candidate:
1. Candidates hired on or after November 1st
 2. Candidates completing a “Success Plan” by December 31st (first semester) from a previous program year of CTI Induction Program enrollment and need to continue enrollment to complete his/her second year of Induction (starting in second semester).
 3. Candidates out on any type of leave from his/her employing agency for the majority of time during the period of August 1 through the EMPLOYING AGENCY’S winter break in December.
 4. Candidates have not made sufficient progress per CTI’s recommended completion timeline as verified in CTI’s LMS.
 5. Any other unique situation that would warrant mid-year start of the Candidate once reviewed by CTI.
- B. For all Candidates who enroll mid-year, the “Mid-Year” fee schedule will apply for each semester for all enrolled Candidates listed below:

“Mid-Year” CTI Program Services and CTI Provided Reflective Coach Fees	
Enrollment Period	December 1-February 28/29
Annual Program Services Fee	50% of agency’s per candidate fee based on the total overall enrollment numbers listed on the “Traditional” table provided within this MOU/Agreement per semester of enrollment
Employer Provided Reflective Coach (Per Candidate)	\$0.00
CTI Provided <i>Face-to-Face or Online</i> Reflective Coach (Per Candidate)	50% of agency’s CTI provided Reflective Coach fee listed on the “Traditional” table above per semester of Candidate’s enrollment

APPENDIX B (Cont.)

2026-2029

“Mid-Year“ Enrollment Prorated Fee Schedule

If a Candidate’s status changes from “Active” to “Inactive” at any time during enrollment in his/her enrolled program year, the “Mid-Year” Program Services Fee and applicable CTI Provided Reflective Coach Fee for the Candidate will be adjusted according to the “Mid-Year” Program Enrollment Prorated Fee Schedules listed below and EMPLOYING AGENCY agrees to pay all applicable prorated fees per Candidate to which this applies. These prorated fee schedules apply to all blended, online, and distance enrolled Candidates each program year.

“Mid-Year” CTI Program Prorated <u>Services Fee</u> For Candidates with an enrollment Status change from “Active” to “Inactive”	
Period in which “Inactive” Status was submitted:	Prorated Fee Amount Due:
December 1-December 31	0%
January 1-January 31	25%
February 1-February 28/29	50%
March 1-June 30	No Proration Available
August 1-August 31	0%
September 1-December 31 (end of Candidate’s enrollment year)	No Proration Available

To receive a prorated “Mid-Year” CTI Program Services Fee and applicable CTI Provided Reflective Coach Fee for a Candidate who is not going to complete their CTI Induction Program each program year, the following will have to occur:

- EMPLOYING AGENCY shall submit to SUPERINTENDENT an “Enrollment Status Change Request” Form through the current CTI LMS requesting an enrollment status change of the Candidate who is no longer to be enrolled in the CTI Induction Program each program year.
- The effective date of the prorated fee will be based on the date the “Enrollment Status Change Request” Form is submitted and received by the CTI Induction Program each program year through the LMS.

For any “Inactive” Candidate returning to “Active” status the EMPLOYING AGENCY will be charged the full “Mid-Year” CTI Program Services Fee and full applicable CTI Provided Reflective Coach Fee each program year.

“Mid-Year” CTI Provided <u>Reflective Coach Fees</u> for Prorated Enrollment For Candidates with an enrollment Status change from “Active” to “Inactive”	
Period in which “Inactive” Status was submitted:	Prorated Fee Amount Due:
December 1-December 31	0%
January 1-January 31	25%
February 1-February 28/29	50%
March 1-June 30	No Proration Available
August 1-August 31	0%
September 1-December 31 (end of Candidates enrollment year)	No Proration Available

LONG VALLEY CHARTER SCHOOL
Executive Director's Report
June 2026

AUDIT EXEMPTION CORRECTIVE ACTION

The very first audit exception of my career was a result of not meeting the minimum number of days for the Expanded Learning Opportunities Program during the 2024-25 school year. We had determined that not offering the program on Fridays so staff would be included in the weekly inservice time. We were directed by the state and county office to respond with an explanation and plan for correction. We anticipate another audit exception for the 2025-26 school year. Since the ELOP is now discontinued for the 2026-27 school year, this will no longer be a concern for the school.

ADA SCAN OF THE LVCS WEBSITE

We contract with Catapult for our websites. They offered a service to scan our site to verify it meets Americans with Disabilities Act requirements. They found 114 instances of contrast issues with text and repaired those instances. They found two minor issues that have been corrected in our staff directory. The updated federal requirements made utilizing this service timely to assure compliance.

CERTIFIED WELLNESS COACH

I've included a report provided by Lisa Riche that notes services provided. This position was grant funded and we anticipated being able to seek reimbursement through the medi-cal billing system. However, the legislature has now discontinued reimbursement for Wellness Coach support. As a result, we are seeking to discontinue the positions at Long Valley at 12/31/2026. TPC would like to continue this position as their budget is sufficient to support.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Within the packet, you are receiving each goal and the metrics available currently. Fiscal and goal analysis will be delivered prior to the meeting next week.

RETIREMENT!

It has been the highlight of my career to serve as Executive Director/ Superintendent of our schools. I want to express my profound appreciation for the Board's support and encouragement during my tenure. My official date of retiring from this position is 6/30/26 and then I will transition into the teaching and supportive role.

OPEN STAFF POSITIONS (2026-27)

- >Paraeducators-Doyle & TPC
- >Special Education Paraeducator-TPC



Lassen County Office of Education

472-013 Johnstonville Road North · Susanville, CA 96130-8752

530.257.2196 Fax 530.257.2518

Patricia Gunderson, Superintendent

June 5, 2026

Sherri Morgan, Superintendent
Long Valley Charter School

Dear Sherri,

Education Code Section 41020[i] requires the County Superintendent of Schools to review school district audit exceptions and to determine whether each audit exception has been corrected or whether the LEA has developed an acceptable plan of correction in the area of State Compliance – Expanded Learning Opportunities Program and any miscellaneous items.

Based on Long Valley Charters corrective action responses, the corrective action plans have been accepted by the Lassen County Office of Education.

If we can be of any assistance, please let us know.

Sincerely,

A handwritten signature in blue ink that reads "Patricia A. Gunderson".

Patricia A. Gunderson
County Superintendent of Schools

PG/dh

cc: Courtney Russell, Chief Business Official
Heather Von Ins, Chief Business Official

Certified Wellness Coach

LONG VALLEY CHARTER SCHOOL-DOYLE

LISA RICHE, CERTIFIED WELLNESS COACH
LONG VALLEY CHARTER SCHOOL, DOYLE

Service Delivery

One-on-One
Student Support

Small groups:
Behavior Academy,
Conflict Resolution

Whole-class
School-wide
SEL instruction



Student Engagement Types



Area's of Focus

Behavioral & Social-Emotional Skill Building

Restorative, skill-based interventions emphasizing respect, self-control, & problem-solving as support for classroom disruption, defiance, impulsivity, and inappropriate language

Peer Conflict and School Climate

Small-group interventions, SEL lessons, and ongoing emotional support to improve peer relationships and foster a safer, more inclusive campus climate

Prevention-Focused Support

Early prevention and routine emotional check-ins. Proactive presence helped students self-regulate, remain in class, and engage more consistently in learning.

Mental Health & Crisis Response

Support Doyle students experiencing anxiety, depression, bullying, family stressors, and social isolation. Provide guidance in high-risk situations to activate suicide prevention protocols including screening and care coordination with school staff.

Continued investment in Wellness Coach services is a necessary, evidence-based commitment to student success, safety, and prevention at Long Valley Charter School. These services provide critical prevention and intervention support for students, reduce strain on overextended teachers and administrators, and strengthen the overall health, stability, and effectiveness of the school system.

CWC Service Summary and Themes: Long Valley Charter School, Doyle

From: Lisa Riche, Certified Wellness Coach

Re: Continued Need for Wellness Coach Services, Doyle

Date: February, 2026

Overview

Student support tracking data from the Long Valley Charter School, Doyle site, demonstrates that Wellness Coach services are a critical component of student safety, emotional well-being, and overall school climate. The Wellness Coach provides proactive, relationship-based support to students across grade levels, addressing emotional regulation, behavior challenges, peer conflict, and mental health needs. These services are often provided before concerns escalate into disciplinary action or crisis situations.

Themes of Service Provided

Prevention-Focused Support

Most Wellness Coach interactions at the Doyle site involved early prevention and routine emotional check-ins, many initiated by students themselves. These interactions focused on emotional regulation, coping strategies, encouragement, and positive reinforcement. This proactive presence helped students self-regulate, remain in class, and engage more consistently in learning.

Behavioral and Social-Emotional Skill Building

Students at the Doyle site frequently required support for behaviors such as classroom disruption, defiance, impulsivity, inappropriate language, and physical contact with peers. Rather than punitive responses, the Wellness Coach utilized restorative, skill-based interventions emphasizing respect, self-control, accountability, and problem-solving. Many students later demonstrated improved behavior and independently shared positive changes.

Mental Health and Crisis Response

The Wellness Coach played a vital role in supporting Doyle site students experiencing anxiety, depression, bullying, family stressors, and social isolation. In high-risk situations, the Wellness Coach helped activate suicide prevention protocols, administered an evidence-based screening tool, coordinated with administration and counseling staff, and ensured student safety. These

responsibilities are essential and cannot be absorbed by instructional staff without negatively impacting instruction and supervision.

Peer Conflict and School Climate

Peer conflict, including bullying, fat shaming, racial slurs, and exclusion, was a recurring driver of emotional distress at the Doyle site. Through small-group interventions, SEL lessons, and ongoing emotional support, the Wellness Coach contributed to improved peer relationships and a safer, more inclusive campus climate.

Wellness Coach Impact

- **60–65% Early Prevention & Check-Ins**
Proactive emotional support, positive reinforcement, coping skills coaching, and relationship-building with students throughout the school day (classrooms, recess, lunch, and unstructured times).
- **25–30% Early Intervention**
Behavior support related to classroom disruption, peer conflict, impulsivity, anger/frustration, disrespect, and difficulty following school expectations.
- **5–10% Intensive / Crisis Support**
Mental health concerns including anxiety, depression, bullying, family trauma, and suicide risk requiring protocol activation and coordination with administration and counseling staff.
- **Service Delivery Model:**
 - Predominantly one-on-one student support
 - Small groups (Behavior Academy, peer conflict resolution)
 - Whole-class and school-wide SEL instruction

Conclusion- At the Long Valley Charter School, Doyle site, Wellness Coach services directly support:

- Student mental health and safety
- Improved behavior and reduced disciplinary escalation
- Increased classroom stability and instructional time
- A positive, supportive school climate where students feel connected and valued

Continued investment in Wellness Coach services is a necessary, evidence-based investment in student success, safety, and prevention at Long Valley Charter School. Wellness Coach services

deliver essential prevention and intervention support for students, easing the burden on overextended teachers and administrators and reinforcing the health and effectiveness of the entire school system..



Long Valley Charter Schools

2026-27 July Budget



Long Valley School



Thompson Peak Charter

SUMMARY OF RESULTS

This July Budget projects a budget deficit of (\$339,240).

This is an increase of (\$357,195) from the FY25-26 Estimated Actuals projected surplus of \$17,955.

This will allow Long Valley School to end this fiscal year with a fund balance of \$5,062,706, which is 124.9% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next two fiscal years, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this coming fiscal year is \$854,615, which represents 78 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$895,691, which represents 82 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash flow at the time of this budget approval.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = decrease of (\$413,530), or -10.0% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$57,241 higher than at FY25-26 Estimated Actuals due to an increase in ADA as well as the Super COLA.

Federal Revenues: This consists of Title I-IV (ESSA), federal special education (IDEA), and federal food programs (NSLP).

Federal Revenues are projected at (\$160,098) lower than at FY25-26 Estimated Actuals primarily due to USDA funds being fully expended.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Prop 28, and any one-time grants .

Other State Revenues are projected at (\$240,172) lower than at FY25-26 Estimated Actuals due to the elimination of ELOP, AMIM, and UPK funding.

Other Local Revenues: This category includes any non-LCFF local revenue sources.

Other Local Revenues are projected at (\$70,500) lower than at FY25-26 Estimated Actuals primarily due to the elimination of LCOE mental health funding.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = decrease of (\$56,335), or -1.4% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$274,445 higher than at FY25-26 Estimated Actuals, reflecting wage increases and staffing adjustments to meet the needs of the school.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$183,697) lower than at FY25-26 Estimated Actuals reflecting the reduction in one-time funded expenses and the needs of the school.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be (\$147,083) lower than at FY25-26 Estimated Actuals due primarily to the reduction in one-time funded expenses and the needs of the school.

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than at FY25-26 Estimated Actuals, reflecting stable depreciation and interest expense projections.

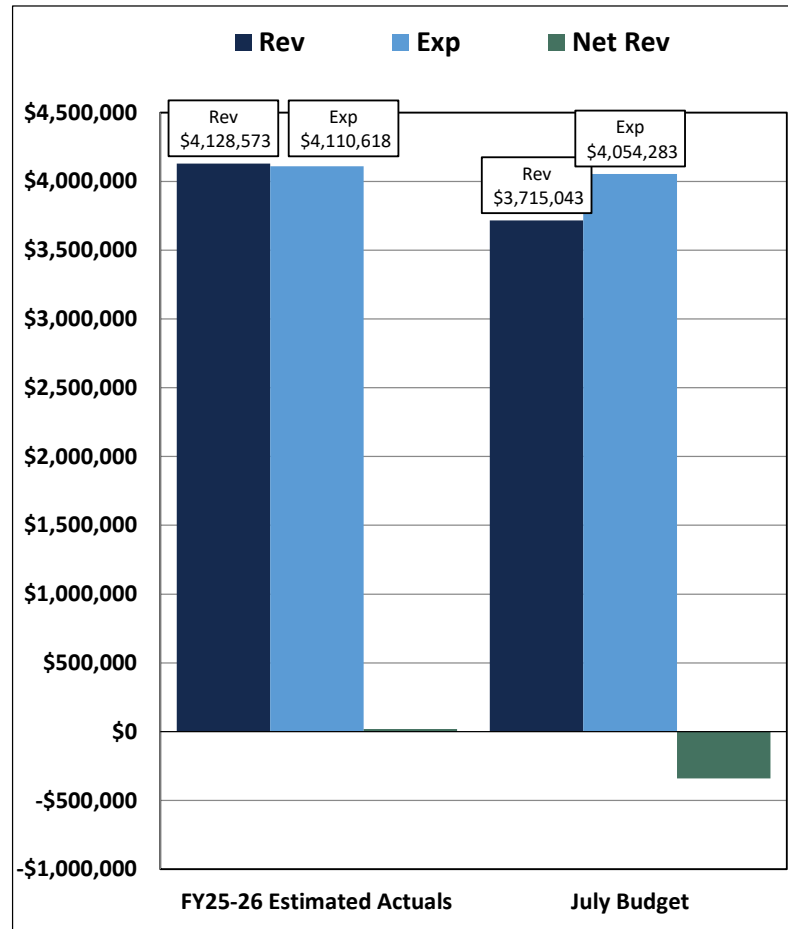
SB740 Non-Classroom Funding Determination:

The FY2025-26 Estimated Actuals project that SB740 compliance will be 43.9% for Certificated Expenditures and 85.6% for Instructional Expenditures.

The FY2026-27vBudget projects that SB740 compliance will be 55.2% for Certificated Expenditures and 93.4% for Instructional Expenditures.

Long Valley School
2026-27 July Budget
BUDGET SUMMARY

	FY25-26		
	Estimated	July Budget	Change
	Actuals		
Projected Enrollment:	231	235	4
Projected P-2 ADA:	219.16	220.90	1.74
Revenues:			
General Purpose Entitlement	\$ 2,921,515	\$ 2,978,756	\$ 57,241
Federal Revenue	416,254	256,156	(160,098)
Other State Revenue	710,304	470,131	(240,172)
Other Local Revenue	80,500	10,000	(70,500)
TTL Revenues	\$ 4,128,573	\$ 3,715,043	\$ (413,530)
Expenditures:			
Certificated Salaries	\$ 1,243,850	\$ 1,444,636	\$ 200,785
Non-Certificated Salaries	736,744	756,650	19,906
Benefits	869,008	922,762	53,754
Books/Supplies/Materials	384,938	201,241	(183,697)
Services/Operations	763,157	616,074	(147,083)
Capital Outlay	52,920	52,920	-
Other Outgo	60,000	60,000	-
TTL Expenditures	\$ 4,110,618	\$ 4,054,283	\$ (56,335)
Net Revenues	\$ 17,955	\$ (339,240)	\$ (357,195)
Beginning Balance July 1	\$ 5,383,991	\$ 5,401,946	
Ending Balance June 30	\$ 5,401,946	\$ 5,062,706	
Ending Balance as % of Exp:	131.4%	124.9%	



Long Valley School
2026-27 July Budget
Budget Detail & Prior Budget Comparison

Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
Enrollment (CALPADS)	231	235	4		
Average Daily Attendance (P-2)	219.16	220.90	1.74		
REVENUES					
General Purpose Entitlement					
8011 LCFF General Entitlement	2,635,762	2,690,734	54,972	2%	
8012 EPA Entitlement	43,832	44,180	348	1%	
8019 Prior Year Unrestricted Revenue	-	-	-	0%	
8096 In-Lieu-Of Property Taxes	241,921	243,842	1,921	1%	
TTL General Purpose Entitlement	2,921,515	2,978,756	57,241	2%	
Federal Revenue					
8182 SpEd - Discretionary Grants	3,000	-	(3,000)	-100%	
8220 School Nutrition Program-Federal	118,920	122,511	3,591	3%	
8290 Other Federal Revenue	294,334	133,645	(160,689)	-55%	Used preliminary 26/27 allocations and removed USDA grant
TTL Federal Revenue	416,254	256,156	(160,098)	-38%	
Other State Revenue					
8311 AB602 State SpEd Revenue	125,376	130,000	4,624	4%	SELPA allocations - expecting increase with approved State budget
8520 School Nutrition Program-State	77,133	79,347	2,214	3%	
8550 Mandated Cost Reimbursements	6,949	6,806	(143)	-2%	
8560 State Lottery Revenue	61,954	64,091	2,136	3%	
8590 Other State Revenue	438,891	189,888	(249,003)	-57%	End of: ELOP, AMIM, old LREBG, UPK - new LREBG included
TTL Other State Revenue	710,304	470,131	(240,172)	-34%	
Other Local Revenue					
8634 Adult Lunch Fees	5,000	5,000	-	0%	
8660 Interest Income	5,000	5,000	-	0%	
8699 Other Revenue	70,500	-	(70,500)	-100%	
TTL Other Local Revenue	80,500	10,000	(70,500)	-88%	
TTL REVENUES	4,128,573	3,715,043	(413,530)	-10%	

Long Valley School
2026-27 July Budget
Budget Detail & Prior Budget Comparison

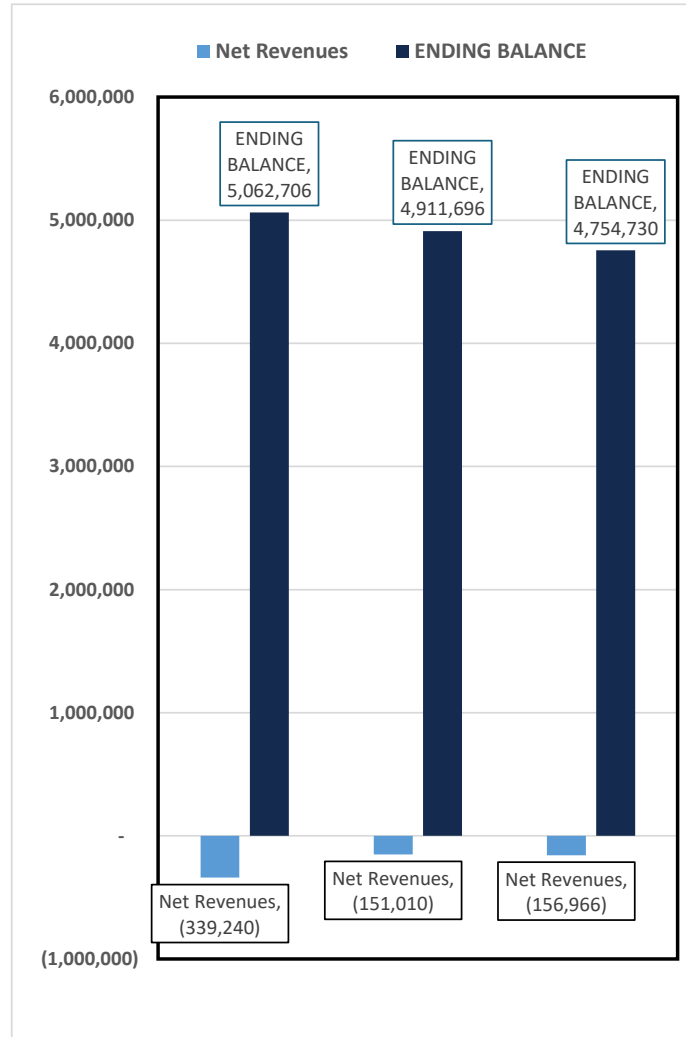
Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
EXPENDITURES					
1000 - Certificated Salaries					
1100 Teacher Compensation	786,450	1,038,974	252,523	32%	
1130 Substitute Teacher Compensation	6,600	-	(6,600)	-100%	
1150 Teacher Stipends/Extra Duty	28,514	18,000	(10,514)	-37%	
1200 Student Support	28,983	-	(28,983)	-100%	
1300 Certificated Administrators	374,704	381,662	6,958	2%	
1350 Administrator Stipends/Extra Duty	18,600	6,000	(12,600)	-68%	
TTL Certificated Salaries	1,243,850	1,444,636	200,785	16%	
2000 - Non - Certificated Salaries					
2100 Instructional Aides	295,212	278,883	(16,329)	-6%	
2130 Classified Substitutes	12,012	-	(12,012)	-100%	
2150 Instructional Aides Stipends	7,500	7,500	-	0%	
2200 Pupil Support Administration	208,751	243,109	34,358	16%	
2230 Substitute Pupil Support	-	7,500	7,500	0%	
2300 Classified Administrators	55,745	61,794	6,049	11%	
2400 Clerical & Technical Staff	157,374	157,714	340	0%	
2450 Clerical & Technical Stipends	150	150	-	0%	
2900 Other Classified Positions	-	-	-	0%	
TTL Non - Certificated Salaries	736,744	756,650	19,906	3%	
3000 - Employee Benefits					
3101 STRS Certificated	237,575	275,925	38,350	16%	
3301 OASDI/Medicare Exp	18,036	20,947	2,911	16%	
3302 OASDI/Medicare (CLASS)	56,361	57,884	1,523	3%	
3401 Health Care Certificated	303,607	334,654	31,047	10%	
3402 Health Care Classified	220,478	197,807	(22,672)	-10%	
3501 Unemployment Insurance	622	722	100	16%	
3502 Unemployment Insurance Classified	368	378	10	3%	
3601 Workers' Comp Certificated	14,006	16,267	2,261	16%	
3602 Workers' Comp Classified	8,296	8,520	224	3%	
3901 Other Benefits Cert	6,430	6,430	-	0%	
3902 Other Benefits Class	3,228	3,228	-	0%	
TTL Employee Benefits	869,008	922,762	53,754	6%	
4000 - Books/Supplies/Materials					
4310 Materials & Supplies	156,737	50,000	(106,738)	-68%	
4320 Office Supplies	20,886	12,000	(8,885)	-43%	
4330 Meals & Events	3,785	3,785	0	0%	
4390 Other Supplies	42,249	-	(42,249)	-100%	
4400 Non-Capitalized Equipment	40,825	15,000	(25,825)	-63%	
4700 School Nutrition Program	120,456	120,456	(0)	0%	
TTL Books/Supplies/Materials	384,938	201,241	(183,697)	-48%	

**Long Valley School
2026-27 July Budget
Budget Detail & Prior Budget Comparison**

Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
5000 - Services & Operations					
5100 SpEd Consultants and Vendors Subagreements	43,125	15,000	(28,125)	-65%	
5200 Travel & Conferences	23,130	12,000	(11,130)	-48%	
5300 Dues & Memberships	9,717	9,717	0	0%	
5400 Insurance	78,911	82,849	3,939	5%	
5500 Operations & Housekeeping	87,118	50,000	(37,118)	-43%	
5510 Utilities (General)	69,748	69,748	(0)	0%	
5610 Facility Rents & Leases	6,988	6,988	(0)	0%	
5620 Equipment Leases	19,947	19,947	0	0%	
5630 Maintenance & Repair	61,887	40,000	(21,887)	-35%	
5800 Professional Services - Non-instructional	48,981	48,981	-	0%	
5802 Professional Development	73,864	12,000	(61,864)	-84%	
5810 Legal	12,663	12,663	-	0%	
5820 Audit & CPA	13,780	13,780	-	0%	
5825 DMS Business Services	91,050	100,152	9,102	10%	
5835 Field Trips	1,632	1,632	0	0%	
5836 Instructional Transport	29,740	29,740	(0)	0%	
5840 Advertising & Recruitment	3,119	3,119	0	0%	
5860 Service Fees	2,858	2,858	(0)	0%	
5870 Livescan Fingerprinting	1,098	1,098	-	0%	
5890 Misc Other Outside Services	1,185	1,185	0	0%	
5900 Communications	30,034	30,034	0	0%	
5930 Postage	1,801	1,801	0	0%	
5940 Technology	50,782	50,782	-	0%	
TTL Services & Operations	763,157	616,074	(147,083)	-19%	
6000 - Capital Outlay					
6900 Depreciation	52,920	52,920	-	0%	
TTL Capital Outlay	52,920	52,920	-	0%	
7000 - Other Outgo					
7438 Interest Expense	60,000	60,000	-	0%	
TTL Other Outgo	60,000	60,000	-	0%	
TTL EXPENDITURES	4,110,618	4,054,283	(56,335)	-1%	
Revenues less Expenditures	17,955	(339,240)	(357,195)		
Beginning Fund Balance	5,383,991	5,401,946			
Net Revenues	17,955	(339,240)			
ENDING BALANCE	5,401,946	5,062,706			
ENDING BALANCE AS % OF OUTGO	131.4%	124.9%			

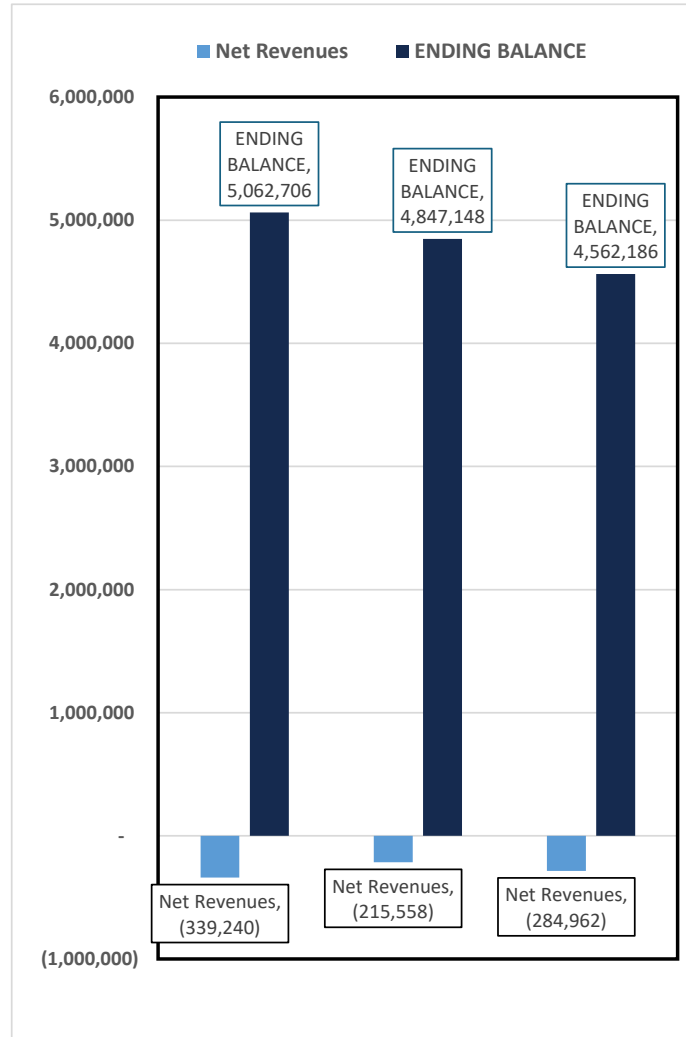
**Long Valley School
2026-27 July Budget
Multi-Year Projection Summary**

Description	2026-27	2027-28	2028-29
Projected Enrollment:	235	235	235
Projected P-2 ADA:	220.90	220.90	220.90
Revenues:			
General Purpose Entitlement	2,978,756	3,076,980	3,172,125
Federal Revenue	256,156	211,496	215,407
Other State Revenue	470,131	459,355	354,343
Other Local Revenue	10,000	10,000	10,000
TTL Revenues	3,715,043	3,757,831	3,751,875
Expenditures:			
Certificated Salaries	1,444,636	1,400,960	1,400,960
Non-Certificated Salaries	756,650	704,658	704,658
Benefits	922,762	872,988	872,988
Books/Supplies/Materials	201,241	201,241	201,241
Services/Operations	616,074	616,074	616,074
Capital Outlay	52,920	52,920	52,920
Other Outgo	60,000	60,000	60,000
TTL Expenditures	4,054,283	3,908,840	3,908,840
Net Revenues	(339,240)	(151,010)	(156,966)
Beginning Fund Balance	5,401,946	5,062,706	4,911,696
Net Revenues	(339,240)	(151,010)	(156,966)
ENDING BALANCE	5,062,706	4,911,696	4,754,730
ENDING BALANCE (% of Outgo)	124.9%	125.7%	121.6%



**Long Valley School
2026-27 July Budget
Multi-Year Projection Summary w/ salary increases**

Description	2026-27	2027-28	2028-29
Projected Enrollment:	235	235	235
Projected P-2 ADA:	220.90	220.90	220.90
Revenues:			
General Purpose Entitlement	2,978,756	3,076,980	3,172,125
Federal Revenue	256,156	211,496	215,407
Other State Revenue	470,131	459,355	354,343
Other Local Revenue	10,000	10,000	10,000
TTL Revenues	3,715,043	3,757,831	3,751,875
Expenditures:			
Certificated Salaries	1,444,636	1,437,075	1,473,002
Non-Certificated Salaries	756,650	723,574	741,663
Benefits	922,762	882,504	891,936
Books/Supplies/Materials	201,241	201,241	201,241
Services/Operations	616,074	616,074	616,074
Capital Outlay	52,920	52,920	52,920
Other Outgo	60,000	60,000	60,000
TTL Expenditures	4,054,283	3,973,389	4,036,837
Net Revenues	(339,240)	(215,558)	(284,962)
Beginning Fund Balance	5,401,946	5,062,706	4,847,148
Net Revenues	(339,240)	(215,558)	(284,962)
ENDING BALANCE	5,062,706	4,847,148	4,562,186
ENDING BALANCE (% of Outgo)	124.9%	122.0%	113.0%



**Long Valley School
2026-27 July Budget
2026-27 Cash Flow**

Description	26-27 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,151,522	1,095,746	992,252	870,908	891,354	886,451	866,549	872,550	867,648	854,615	894,484	902,588		
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,690,734	-	132,819	132,819	239,075	239,075	239,075	239,075	239,075	245,945	245,945	245,945	245,945	245,945	2,690,734
Education Protection Account	44,180	-	-	-	10,904	-	-	10,904	-	-	11,186	-	-	11,186	44,180
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	243,842	-	-	19,258	28,887	14,444	14,444	14,444	14,444	14,444	41,159	20,580	20,580	41,159	243,842
Other Federal Revenues	256,156	21,346	21,346	21,346	21,346	21,346	21,346	21,346	21,346	21,346	21,346	21,346	21,346	-	256,156
Other State Revenues	470,131	39,178	39,178	39,178	39,178	39,178	39,178	39,178	39,178	39,178	39,178	39,178	39,178	-	470,131
Local Revenues	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
TOTAL REVENUES	3,715,043	61,357	194,176	213,435	340,223	314,876	314,876	325,780	314,876	321,746	359,647	327,881	327,881	298,290	3,715,043
EXPENDITURES															
Certificated Salaries	1,444,636	34,135	107,636	110,224	110,224	110,224	110,224	110,224	110,224	110,224	110,224	110,224	110,224	200,628	1,444,636
Classified Salaries	756,650	13,620	67,548	67,548	67,548	67,548	67,548	67,548	67,548	67,548	67,548	67,548	67,548	-	756,650
Benefits	922,762	21,804	68,753	70,405	70,405	70,405	70,405	70,405	70,405	70,405	70,405	70,405	70,405	128,151	922,762
Books & Supplies	201,241	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	-	201,241
Services & Operations	616,074	30,804	36,964	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	-	616,074
Capital Outlay	52,920	-	-	-	-	-	-	-	-	-	-	-	52,920	-	52,920
Other Outgo	60,000	-	-	15,000	-	-	15,000	-	-	15,000	-	-	15,000	-	60,000
TOTAL EXPENSES	4,054,283	117,133	297,671	334,778	319,778	319,778	334,778	319,778	319,778	334,778	319,778	319,778	387,698	328,779	4,054,283
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	52,920	-	52,920
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		-	-	-	-	-	-	-	-	-	-	-	52,920	-	-
ENDING CASH BALANCE		1,095,746	992,252	870,908	891,354	886,451	866,549	872,550	867,648	854,615	894,484	902,588	895,691		
Days Cash On Hand		100	91	79	81	81	79	80	79	78	82	82	82		

Long Valley Charter Schools
2026-27 July Budget
2027-28 Cash Flow

Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		895,691	1,465,508	1,373,846	1,264,504	1,300,828	1,311,805	1,307,782	1,329,663	1,340,639	1,343,737	1,399,736	1,423,969		
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,788,958	-	137,668	137,668	247,802	247,802	247,802	247,802	247,802	254,923	254,923	254,923	254,923	254,923	2,788,958
Education Protection Account	44,180	-	-	-	10,904	-	-	10,904	-	-	11,186	-	-	11,186	44,180
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	243,842	-	-	19,258	28,887	14,444	14,444	14,444	14,444	14,444	41,159	20,580	20,580	41,159	243,842
Other Federal Revenues	211,496	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	17,625	-	211,496
Other State Revenues	459,355	38,280	38,280	38,280	38,280	38,280	38,280	38,280	38,280	38,280	38,280	38,280	38,280	-	459,355
Local Revenues	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
TOTAL REVENUES	3,757,831	56,738	194,405	213,664	344,331	318,983	318,983	329,887	318,983	326,104	364,005	332,240	332,240	307,268	3,546,335
EXPENDITURES															
Certificated Salaries	1,400,960	33,103	104,382	106,891	106,891	106,891	106,891	106,891	106,891	106,891	106,891	106,891	106,891	194,562	1,400,960
Classified Salaries	704,658	12,684	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	-	704,658
Benefits	872,988	20,628	65,044	66,608	66,608	66,608	66,608	66,608	66,608	66,608	66,608	66,608	66,608	121,239	872,988
Books & Supplies	201,241	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	-	201,241
Services & Operations	616,074	30,804	36,964	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	-	616,074
Capital Outlay	52,920	-	-	-	-	-	-	-	-	-	-	-	52,920	-	52,920
Other Outgo	60,000	-	-	15,000	-	-	15,000	-	-	15,000	-	-	15,000	-	60,000
TOTAL EXPENSES	3,908,840	113,989	286,067	323,006	308,006	308,006	323,006	308,006	308,006	323,006	308,006	308,006	375,926	315,801	3,908,840
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		298,290	-	-	-	-	-	-	-	-	-	-	-	-	298,290
Net Change in Payables		328,779	-	-	-	-	-	-	-	-	-	-	-	-	328,779
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	52,920	-	52,920
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		627,068	-	-	-	-	-	-	-	-	-	-	52,920	-	627,068
ENDING CASH BALANCE		1,465,508	1,373,846	1,264,504	1,300,828	1,311,805	1,307,782	1,329,663	1,340,639	1,343,737	1,399,736	1,423,969	1,433,203		
Days Cash On Hand		134	125	115	119	120	119	121	122	123	128	130	131		

**Long Valley Charter Schools
2026-27 July Budget
2028-29 Cash Flow**

Description	2028-29 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,433,203	1,674,794	1,579,404	1,466,332	1,502,685	1,513,691	1,509,696	1,531,606	1,542,611	1,545,980	1,602,251	1,626,756		
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,884,103	-	142,364	142,364	256,256	256,256	256,256	256,256	256,256	263,619	263,619	263,619	263,619	263,619	2,884,103
Education Protection Account	44,180	-	-	-	10,904	-	-	10,904	-	-	11,186	-	-	11,186	44,180
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	243,842	-	-	19,258	28,887	14,444	14,444	14,444	14,444	14,444	41,159	20,580	20,580	41,159	243,842
Other Federal Revenues	215,407	17,951	17,951	17,951	17,951	17,951	17,951	17,951	17,951	17,951	17,951	17,951	17,951	-	-
Other State Revenues	354,343	29,529	29,529	29,529	29,529	29,529	29,529	29,529	29,529	29,529	29,529	29,529	29,529	-	354,343
Local Revenues	10,000	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000
TOTAL REVENUES	3,751,875	48,312	190,677	209,935	344,360	319,012	319,012	329,916	319,012	326,376	364,277	332,511	332,511	315,964	3,536,468
EXPENDITURES															
Certificated Salaries	1,400,960	33,103	104,382	106,891	106,891	106,891	106,891	106,891	106,891	106,891	106,891	106,891	106,891	194,562	1,400,960
Classified Salaries	704,658	12,684	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	62,907	-	704,658
Benefits	872,988	20,628	65,044	66,608	66,608	66,608	66,608	66,608	66,608	66,608	66,608	66,608	66,608	121,239	872,988
Books & Supplies	201,241	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	16,770	-	201,241
Services & Operations	616,074	30,804	36,964	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	54,831	-	616,074
Capital Outlay	52,920	-	-	-	-	-	-	-	-	-	-	-	52,920	-	52,920
Other Outgo	60,000	-	-	15,000	-	-	15,000	-	-	15,000	-	-	15,000	-	60,000
TOTAL EXPENSES	3,908,840	113,989	286,067	323,006	308,006	308,006	323,006	308,006	308,006	323,006	308,006	308,006	375,926	315,801	3,908,840
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		307,268	-	-	-	-	-	-	-	-	-	-	-	-	307,268
Net Change in Payables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	52,920	-	52,920
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		307,268	-	-	-	-	-	-	-	-	-	-	52,920	-	-
ENDING CASH BALANCE		1,674,794	1,579,404	1,466,332	1,502,685	1,513,691	1,509,696	1,531,606	1,542,611	1,545,980	1,602,251	1,626,756	1,636,261		
Days Cash On Hand		153	144	134	137	138	138	140	141	141	146	148	149		

SUMMARY OF RESULTS

This July Budget projects a budget surplus of \$191,912.

This is a decrease of (\$194,318) from the FY25-26 Estimated Actuals projected surplus of \$386,230.

This will allow Thompson Peak Charter to end this fiscal year with a fund balance of \$1,190,338, which is 43.9% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout the next two fiscal years, as shown in the attached monthly cash flow schedule.

The lowest projected ending cash balance this coming fiscal year is \$1,366,962, which represents 187 days of operating costs on average.

The June 30 ending cash balance this coming fiscal year is projected to be \$1,755,362, which represents 240 days of average operating costs.

This cash flow takes into account all currently projected impacts on cash flow at the time of this budget approval.

SIGNIFICANT CHANGES IN REVENUE (Total Change from Prior = decrease of (\$141,525), or -4.6% of prior revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.

LCFF Entitlement projected revenues are \$76,877 higher than at FY25-26 Estimated Actuals due to the inclusion of the Super COLA.

Federal Revenues: This consists of Title I-IV (ESSA), federal special education (IDEA), and federal food programs (NSLP).

Federal Revenues are projected at \$5,452 higher than at FY25-26 Estimated Actuals due to slight increases in the projected allocations.

Other State Revenues: These are the non-LCFF state revenues such as Lottery, Prop 28, and one-time block grants such as Arts & Music and Learning Recovery.

Other State Revenues are projected at (\$149,791) lower than at July Budget due to the elimination of AMIM and UPK funding.

Other Local Revenues: This category includes any non-LCFF local revenue sources.

Other Local Revenues are projected at (\$74,063) lower than at July Budget primarily due to the elimination of LCOE mental health funding.

SIGNIFICANT CHANGES IN EXPENSES (Total Change from Prior = increase of \$52,794, or 2.0% of prior expenses)

Salaries and Benefits: This includes all employee pay, plus benefits such as retirement, healthcare, Medicare, Social Security, etc.

Salaries and Benefits costs are \$114,124 higher than at FY25-26 Estimated Actuals, reflecting wage increases and staffing adjustments to meet the needs of the school.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.

Books & Supplies costs are projected at (\$63,832) lower than at FY25-26 Estimated Actuals primarily due to the elimination of one-time funded and the needs of the school.

Services & Operating Expenses: These include all contracted services as well as travel, insurance, rent, legal costs, and other service-related expenses.

Services & Operating costs are projected to be \$2,502 higher than at FY25-26 Estimated Actuals .

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets and interest on long-term debt.

These costs are projected at \$0 lower than at FY25-26 Estimated Actuals, reflecting stable depreciation and interest expense projections.

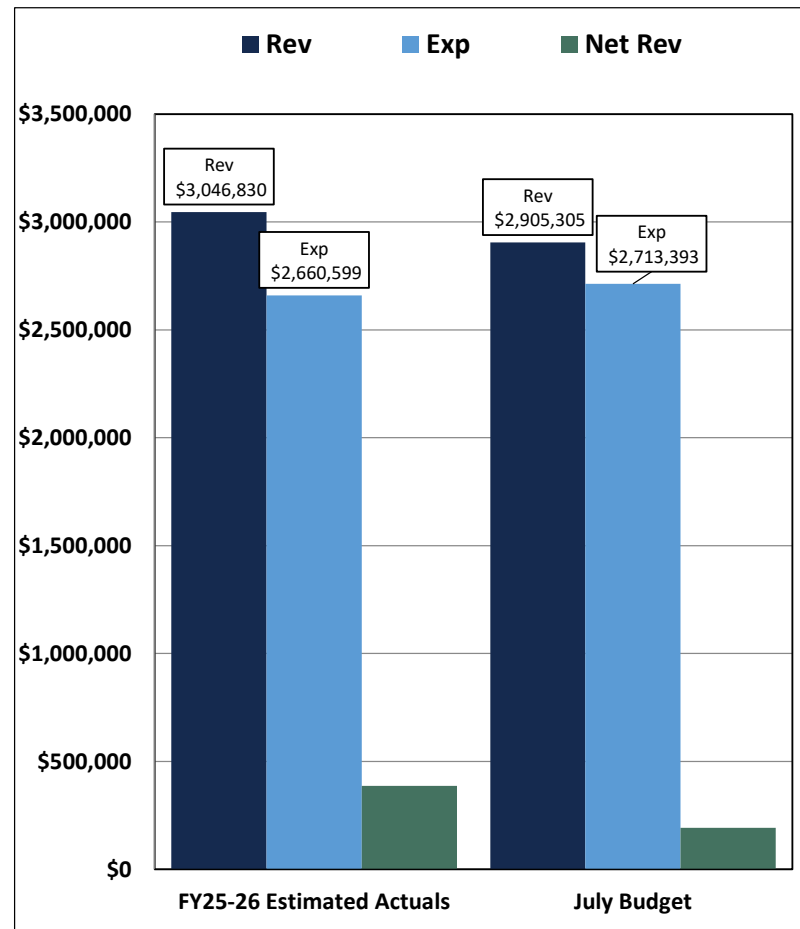
SB740 Non-Classroom Funding Determination:

The FY2025-26 Estimated Actuals project that SB740 compliance will be 47.7% for Certificated Expenditures and 80.0 for Instructional Expenditures.

The FY2026-27vBudget projects that SB740 compliance will be 53.5% for Certificated Expenditures and 82.6% for Instructional Expenditures.

Thompson Peak Charter
2026-27 July Budget
BUDGET SUMMARY

	FY25-26		
	Estimated	July Budget	Change
	Actuals		
	178	175	(3)
	171.81	169.75	(2.06)
Revenues:			
General Purpose Entitlement	\$ 2,358,656	\$ 2,435,533	\$ 76,877
Federal Revenue	55,364	60,816	\$ 5,452
Other State Revenue	410,747	260,956	\$ (149,791)
Other Local Revenue	222,063	148,000	\$ (74,063)
TTL Revenues	\$ 3,046,830	\$ 2,905,305	\$ (141,525)
Expenditures:			
Certificated Salaries	\$ 952,088	\$ 1,070,681	\$ 118,593
Non-Certificated Salaries	447,906	468,287	\$ 20,381
Benefits	626,590	601,740	\$ (24,850)
Books/Supplies/Materials	144,823	80,990	\$ (63,832)
Services/Operations	416,854	419,356	\$ 2,502
Capital Outlay	44,040	44,040	\$ -
Other Outgo	28,298	28,298	\$ -
TTL Expenditures	\$ 2,660,599	\$ 2,713,393	\$ 52,794
Net Revenues	\$ 386,230	\$ 191,912	\$ (194,318)
Beginning Balance July 1	\$ 612,196	\$ 998,426	
Ending Balance June 30	\$ 998,426	\$ 1,190,338	
Ending Balance as % of Exp:	37.5%	43.9%	



**Thompson Peak Charter
2026-27 July Budget
Budget Detail & Prior Budget Comparison**

Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
Enrollment (CALPADS)	178	175	(3)		
Average Daily Attendance (P-2)	171.81	169.75	(2.06)		
REVENUES					
General Purpose Entitlement					
8011 LCFF General Entitlement	1,889,686	1,972,187	82,501	4%	
8012 EPA Entitlement	34,362	33,950	(412)	-1%	
8019 Prior Year Unrestricted Revenue	1	-	(1)	-100%	
8096 In-Lieu-Of Property Taxes	434,607	429,396	(5,211)	-1%	
TTL General Purpose Entitlement	2,358,656	2,435,533	76,877	3%	
Federal Revenue					
8182 SpEd - Discretionary Grants	1,700	-	(1,700)	-100%	
8220 School Nutrition Program-Federal	-	-	-	0%	
8290 Other Federal Revenue	53,664	60,816	7,152	13%	
TTL Federal Revenue	55,364	60,816	5,452	10%	
Other State Revenue					
8311 AB602 State SpEd Revenue	75,028	65,449	(9,579)	-13%	
8520 School Nutrition Program-State	-	-	-	0%	
8550 Mandated Cost Reimbursements	6,094	6,468	374	6%	
8560 State Lottery Revenue	48,864	48,225	(639)	-1%	
8590 Other State Revenue	280,761	140,814	(139,947)	-50%	End of: AMIM, old LREBG, UPK - new LREBG included
TTL Other State Revenue	410,747	260,956	(149,791)	-36%	
Other Local Revenue					
8634 Adult Lunch Fees	-	-	-	0%	
8660 Interest Income	8,000	8,000	-	0%	
8699 Other Revenue	214,063	140,000	(74,063)	-35%	
TTL Other Local Revenue	222,063	148,000	(74,063)	-33%	
TTL REVENUES	3,046,830	2,905,305	(141,525)	-5%	

**Thompson Peak Charter
2026-27 July Budget
Budget Detail & Prior Budget Comparison**

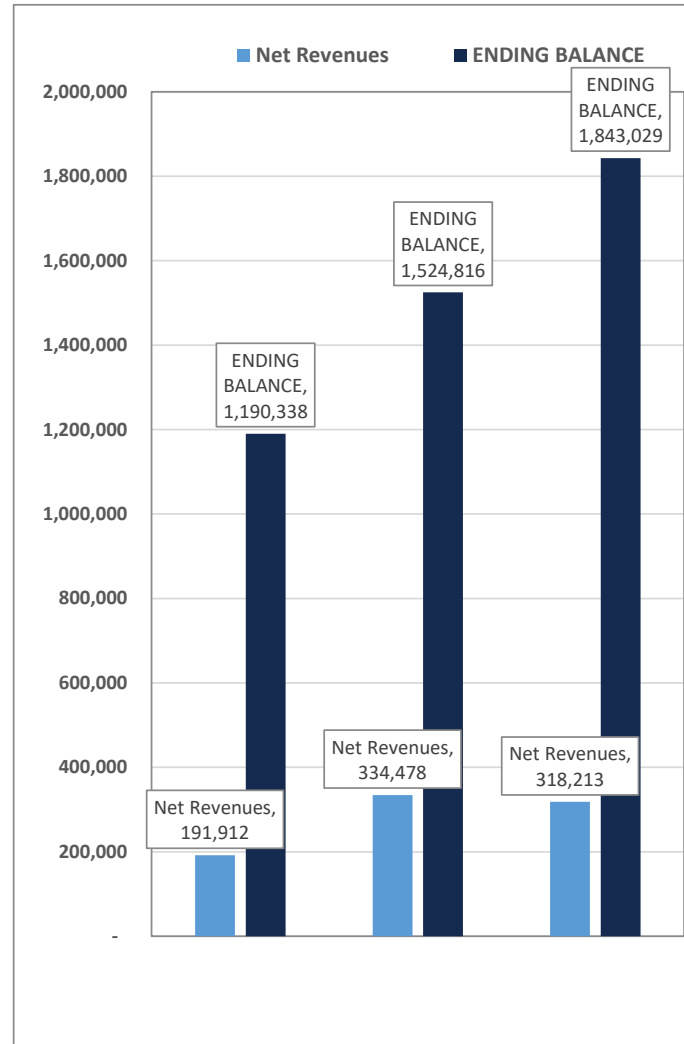
Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
EXPENDITURES					
1000 - Certificated Salaries					
1100 Teacher Compensation	595,891	788,596	192,705	32%	
1130 Substitute Teacher Compensation	-	-	-	0%	
1150 Teacher Stipends/Extra Duty	2,614	-	(2,614)	-100%	
1200 Student Support	30,867	-	(30,867)	-100%	
1300 Certificated Administrators	321,516	282,085	(39,431)	-12%	
1350 Administrator Stipends/Extra Duty	1,200	-	(1,200)	-100%	
TTL Certificated Salaries	952,088	1,070,681	118,593	12%	
2000 - Non - Certificated Salaries					
2100 Instructional Aides	122,243	124,469	2,227	2%	
2130 Classified Substitutes	-	-	-	0%	
2150 Instructional Aides Stipends	-	-	-	0%	
2200 Pupil Support Administration	27,945	19,637	(8,308)	-30%	
2230 Substitute Pupil Support	974	-	(974)	-100%	
2300 Classified Administrators	55,745	61,794	6,049	11%	
2400 Clerical & Technical Staff	167,457	180,438	12,980	8%	
2450 Clerical & Technical Stipends	-	-	-	0%	
2900 Other Classified Positions	73,542	81,949	8,407	11%	
TTL Non - Certificated Salaries	447,906	468,287	20,381	5%	
3000 - Employee Benefits					
3101 STRS Certificated	181,849	204,500	22,651	12%	
3301 OASDI/Medicare Exp	13,805	15,525	1,720	12%	
3302 OASDI/Medicare (CLASS)	34,265	35,824	1,559	5%	
3401 Health Care Certificated	227,370	200,971	(26,400)	-12%	
3402 Health Care Classified	145,610	120,119	(25,491)	-18%	
3501 Unemployment Insurance	476	535	59	12%	
3502 Unemployment Insurance Classified	747	234	(513)	-69%	
3601 Workers' Comp Certificated	10,721	12,056	1,335	12%	
3602 Workers' Comp Classified	5,043	5,273	230	5%	
3901 Other Benefits Cert	4,885	4,885	-	0%	
3902 Other Benefits Class	1,819	1,819	-	0%	
TTL Employee Benefits	626,590	601,740	(24,850)	-4%	
4000 - Books/Supplies/Materials					
4310 Materials & Supplies	108,387	60,000	(48,387)	-45%	
4320 Office Supplies	7,762	4,000	(3,762)	-48%	
4330 Meals & Events	1,990	1,990	0	0%	
4390 Other Supplies	-	-	-	0%	
4400 Non-Capitalized Equipment	26,666	15,000	(11,666)	-44%	
4700 School Nutrition Program	17	-	(17)	-100%	
TTL Books/Supplies/Materials	144,823	80,990	(63,832)	-44%	
5000 - Services & Operations					
5100 SpEd Consultants and Vendors Subagreements	19,847	19,847	0	0%	
5200 Travel & Conferences	20,438	12,000	(8,438)	-41%	

**Thompson Peak Charter
2026-27 July Budget
Budget Detail & Prior Budget Comparison**

Description	FY25-26 Estimated Actuals	26-27 July Budget	Budget Change	Percent Change	Comments
5300 Dues & Memberships	7,380	7,380	0	0%	
5400 Insurance	75,784	79,573	3,789	5%	
5500 Operations & Housekeeping	20,656	20,656	0	0%	
5510 Utilities (General)	24,311	24,311	-	0%	
5610 Facility Rents & Leases	-	-	-	0%	
5620 Equipment Leases	16,281	16,281	0	0%	
5630 Maintenance & Repair	5,370	5,370	(0)	0%	
5800 Professional Services - Non-instructional	41,137	41,137	0	0%	
5802 Professional Development	16,914	12,000	(4,914)	-29%	
5810 Legal	12,077	12,077	-	0%	
5820 Audit & CPA	13,780	13,780	-	0%	
5825 DMS Business Services	91,050	100,152	9,102	10%	
5835 Field Trips	(963)	2,000	2,963	-308%	
5836 Instructional Transport	1,272	1,272	0	0%	
5840 Advertising & Recruitment	1,099	1,099	(0)	0%	
5860 Service Fees	2,635	2,635	(0)	0%	
5870 Livescan Fingerprinting	548	548	-	0%	
5890 Misc Other Outside Services	-	-	-	0%	
5900 Communications	18,808	18,808	0	0%	
5930 Postage	2,255	2,255	0	0%	
5940 Technology	26,175	26,175	-	0%	
TTL Services & Operations	416,854	419,356	2,502	1%	
6000 - Capital Outlay					
6900 Depreciation	44,040	44,040	-	0%	
TTL Capital Outlay	44,040	44,040	-	0%	
7000 - Other Outgo					
7438 Interest Expense	28,298	28,298	-	0%	
TTL Other Outgo	28,298	28,298	-	0%	
TTL EXPENDITURES	2,660,599	2,713,393	52,794	2%	
Revenues less Expenditures	386,230	191,912	(194,318)		
Beginning Fund Balance	612,196	998,426			
Net Revenues	386,230	191,912			
ENDING BALANCE	998,426	1,190,338			
ENDING BALANCE AS % OF OUTGO	37.5%	43.9%			

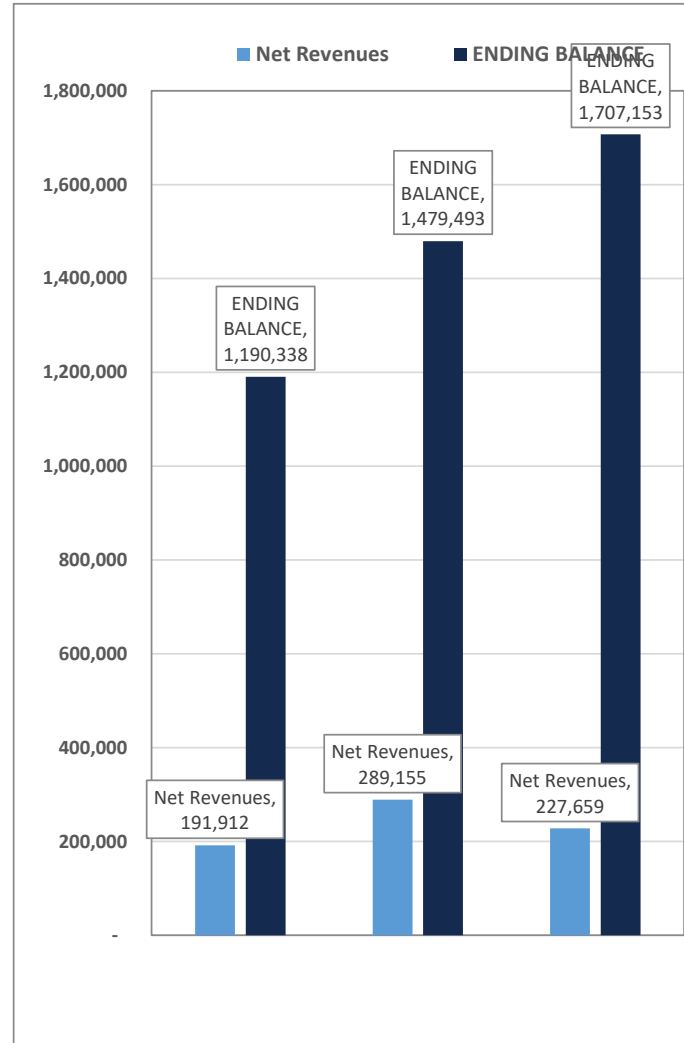
**Thompson Peak Charter
2026-27 July Budget
Multi-Year Projection Summary**

Description	2026-27	2027-28	2028-29
Projected Enrollment:	175	175	175
Projected P-2 ADA:	169.75	169.75	169.75
Revenues:			
General Purpose Entitlement	2,435,533	2,515,884	2,593,689
Federal Revenue	60,816	67,369	67,369
Other State Revenue	260,956	247,264	153,194
Other Local Revenue	148,000	148,000	148,000
TTL Revenues	2,905,305	2,978,517	2,962,252
Expenditures:			
Certificated Salaries	1,070,681	1,056,122	1,056,122
Non-Certificated Salaries	468,287	438,613	438,613
Benefits	601,740	576,620	576,620
Books/Supplies/Materials	80,990	80,990	80,990
Services/Operations	419,356	419,356	419,356
Capital Outlay	44,040	44,040	44,040
Other Outgo	28,298	28,298	28,298
TTL Expenditures	2,713,393	2,644,039	2,644,039
Net Revenues	191,912	334,478	318,213
Beginning Fund Balance	998,426	1,190,338	1,524,816
Net Revenues	191,912	334,478	318,213
ENDING BALANCE	1,190,338	1,524,816	1,843,029
ENDING BALANCE (% of Outgo)	43.9%	57.7%	69.7%



**Thompson Peak Charter
2026-27 July Budget
Multi-Year Projection Summary w/ salary increases**

Description	2026-27	2027-28	2028-29
Projected Enrollment:	175	175	175
Projected P-2 ADA:	169.75	169.75	169.75
Revenues:			
General Purpose Entitlement	2,435,533	2,515,884	2,593,689
Federal Revenue	60,816	67,369	67,369
Other State Revenue	260,956	247,264	153,194
Other Local Revenue	148,000	148,000	148,000
TTL Revenues	2,905,305	2,978,517	2,962,252
Expenditures:			
Certificated Salaries	1,070,681	1,082,889	1,109,961
Non-Certificated Salaries	468,287	450,320	461,578
Benefits	601,740	583,469	590,369
Books/Supplies/Materials	80,990	80,990	80,990
Services/Operations	419,356	419,356	419,356
Capital Outlay	44,040	44,040	44,040
Other Outgo	28,298	28,298	28,298
TTL Expenditures	2,713,393	2,689,362	2,734,593
Net Revenues	191,912	289,155	227,659
Beginning Fund Balance	998,426	1,190,338	1,479,493
Net Revenues	191,912	289,155	227,659
ENDING BALANCE	1,190,338	1,479,493	1,707,153
ENDING BALANCE (% of Outgo)	43.9%	55.0%	62.4%



**Thompson Peak Charter
2026-27 July Budget
2026-27 Cash Flow**

Description	26-27 July Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,348,817	1,408,428	1,366,962	1,418,969	1,444,237	1,469,504	1,496,077	1,521,345	1,551,648	1,630,517	1,671,625	1,712,733		
CASH INFLOWS															
REVENUES															
LCFF State Aid	1,972,187	97,351	97,351	175,231	175,231	175,231	175,231	175,231	180,266	180,266	180,266	180,266	180,266	-	1,972,187
Education Protection Account	33,950	-	-	8,379	-	-	8,379	-	-	8,596	-	-	8,596	-	33,950
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	429,396	-	33,913	50,870	25,435	25,435	25,435	25,435	25,435	72,480	36,240	36,240	36,240	36,240	429,396
Federal Title Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Federal Revenues	60,816	5,068	5,068	5,068	5,068	5,068	5,068	5,068	5,068	5,068	5,068	5,068	5,068	-	60,816
State Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	260,956	21,746	21,746	21,746	21,746	21,746	21,746	21,746	21,746	21,746	21,746	21,746	21,746	-	260,956
Local Revenues	148,000	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	-	148,000
TOTAL REVENUES	2,905,305	136,498	170,411	273,627	239,813	239,813	248,193	239,813	244,849	300,489	255,654	255,654	264,250	36,240	2,905,305
EXPENDITURES															
Certificated Salaries	1,070,681	25,299	79,774	81,691	81,691	81,691	81,691	81,691	81,691	81,691	81,691	81,691	81,691	148,694	1,070,681
Classified Salaries	468,287	-	42,572	42,572	42,572	42,572	42,572	42,572	42,572	42,572	42,572	42,572	42,572	-	468,287
Benefits	601,740	9,892	47,837	48,587	48,587	48,587	48,587	48,587	48,587	48,587	48,587	48,587	48,587	58,140	601,740
Books & Supplies	80,990	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	-	80,990
Services & Operations	419,356	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	-	419,356
Capital Outlay	44,040	-	-	-	-	-	-	-	-	-	-	-	44,040	-	44,040
Other Outgo	28,298	-	-	7,075	-	-	7,075	-	-	7,075	-	-	7,075	-	28,298
TOTAL EXPENSES	2,713,393	76,887	211,878	221,620	214,546	214,546	221,620	214,546	214,546	221,620	214,546	214,546	265,660	206,833	2,713,393
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	44,040	-	44,040
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		-	-	-	-	-	-	-	-	-	-	-	44,040	-	-
ENDING CASH BALANCE		1,408,428	1,366,962	1,418,969	1,444,237	1,469,504	1,496,077	1,521,345	1,551,648	1,630,517	1,671,625	1,712,733	1,755,362		
Days Cash On Hand		193	187	194	197	201	205	208	212	223	229	234	240		

**Thompson Peak Charter
2026-27 July Budget
2027-28 Cash Flow**

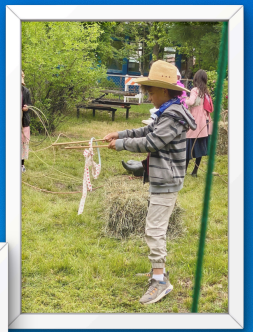
Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,755,362	2,056,561	2,018,631	2,077,406	2,109,441	2,141,475	2,174,815	2,206,850	2,244,125	2,329,967	2,378,047	2,426,127		
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,052,538	101,317	101,317	182,370	182,370	182,370	182,370	182,370	187,611	187,611	187,611	187,611	187,611	-	2,052,538
Education Protection Account	33,950	-	-	8,379	-	-	8,379	-	-	8,596	-	-	8,596	-	33,950
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	429,396	-	33,913	50,870	25,435	25,435	25,435	25,435	25,435	72,480	36,240	36,240	36,240	36,240	429,396
Federal Title Revenues	67,369	-	-	-	-	-	-	-	-	-	-	-	-	67,369	67,369
Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	247,264	20,605	20,605	20,605	20,605	20,605	20,605	20,605	20,605	20,605	20,605	20,605	20,605	-	247,264
Local Revenues	148,000	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	-	148,000
TOTAL REVENUES	2,978,517	134,255	168,169	274,558	240,744	240,744	249,123	240,744	245,984	301,625	256,789	256,789	265,385	103,609	2,978,517
EXPENDITURES															
Certificated Salaries	1,056,122	24,955	78,689	80,581	80,581	80,581	80,581	80,581	80,581	80,581	80,581	80,581	80,581	146,672	1,056,122
Classified Salaries	438,613	-	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	-	438,613
Benefits	576,620	9,479	45,840	46,559	46,559	46,559	46,559	46,559	46,559	46,559	46,559	46,559	46,559	55,713	576,620
Books & Supplies	80,990	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	-	80,990
Services & Operations	419,356	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	-	419,356
Capital Outlay	44,040	-	-	-	-	-	-	-	-	-	-	-	44,040	-	44,040
Other Outgo	28,298	-	-	7,075	-	-	7,075	-	-	7,075	-	-	7,075	-	28,298
TOTAL EXPENSES	2,644,039	76,130	206,099	215,783	208,709	208,709	215,783	208,709	208,709	215,783	208,709	208,709	259,823	202,384	2,644,039
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		36,240	-	-	-	-	-	-	-	-	-	-	-	-	36,240
Net Change in Payables		206,833	-	-	-	-	-	-	-	-	-	-	-	-	206,833
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	44,040	-	44,040
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS		243,073	-	-	-	-	-	-	-	-	-	-	44,040		
ENDING CASH BALANCE		2,056,561	2,018,631	2,077,406	2,109,441	2,141,475	2,174,815	2,206,850	2,244,125	2,329,967	2,378,047	2,426,127	2,475,729		
Days Cash On Hand		281	276	284	288	293	297	302	307	319	325	332	339		

**Thompson Peak Charter
2026-27 July Budget
2028-29 Cash Flow**

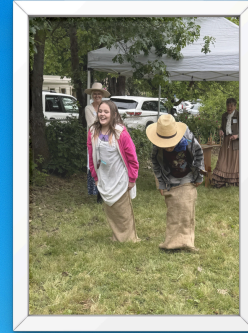
Description	2028-29 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		2,475,729	2,529,856	2,487,928	2,545,776	2,576,885	2,607,994	2,640,407	2,671,516	2,708,064	2,793,178	2,840,530	2,887,883		
CASH INFLOWS															
REVENUES															
LCFF State Aid	2,130,343	105,157	105,157	189,283	189,283	189,283	189,283	189,283	194,722	194,722	194,722	194,722	194,722	-	2,130,343
Education Protection Account	33,950	-	-	8,379	-	-	8,379	-	-	8,596	-	-	8,596	-	33,950
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-Lieu-Of Property Taxes	429,396	-	33,913	50,870	25,435	25,435	25,435	25,435	25,435	72,480	36,240	36,240	36,240	429,396	
Federal Title Revenues	67,369	-	-	-	-	-	-	-	-	-	-	-	-	67,369	67,369
Other Federal Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Special Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	153,194	12,766	12,766	12,766	12,766	12,766	12,766	12,766	12,766	12,766	12,766	12,766	12,766	-	153,194
Local Revenues	148,000	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	12,333	-	148,000
TOTAL REVENUES	2,962,252	130,257	164,170	273,632	239,818	239,818	248,197	239,818	245,257	300,897	256,062	256,062	264,658	103,609	2,962,252
EXPENDITURES															
Certificated Salaries	1,056,122	24,955	78,689	80,581	80,581	80,581	80,581	80,581	80,581	80,581	80,581	80,581	80,581	146,672	1,056,122
Classified Salaries	438,613	-	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	39,874	-	438,613
Benefits	576,620	9,479	45,840	46,559	46,559	46,559	46,559	46,559	46,559	46,559	46,559	46,559	46,559	55,713	576,620
Books & Supplies	80,990	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	6,749	-	80,990
Services & Operations	419,356	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	34,946	-	419,356
Capital Outlay	44,040	-	-	-	-	-	-	-	-	-	-	-	44,040	-	44,040
Other Outgo	28,298	-	-	7,075	-	-	7,075	-	-	7,075	-	-	7,075	-	28,298
TOTAL EXPENSES	2,644,039	76,130	206,099	215,783	208,709	208,709	215,783	208,709	208,709	215,783	208,709	208,709	259,823	202,384	2,644,039
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	44,040	-	44,040
Other Inflows/(Outflows)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INFLOWS/OUTFLOWS													44,040		
ENDING CASH BALANCE		2,529,856	2,487,928	2,545,776	2,576,885	2,607,994	2,640,407	2,671,516	2,708,064	2,793,178	2,840,530	2,887,883	2,936,758		
Days Cash On Hand		346	340	348	352	357	361	365	370	382	388	395	402		

LVS Portola

June 2026 Report



Field trip fun with Mrs. Pfingston!



Mrs. Pfingston was recognized with an "Excellence in Teaching" Award from Patty Gunderson at the LCOE Educator's Gala.



2026 Long Valley School - Portola GRADUATES!



Front office renovations have begun! Our paint crew has now completed transforming the room into a warm and inviting shade of taupe! More amazing photos to come!



Appreciating Art in Reno with Miss Trenner!



Long Valley School -Doyle-

☁️ Floating into Fun! ☁️

🎈 ✨ We kicked off the month of May by bringing back a fun tradition from years past with a schoolwide Balloon Release!

✨ 🎈 Our students had an amazing time gathering together to watch their balloons float high into the sky!



🏗️ Building Our Imagination 🏗️

Mrs. Oswald's class had a great time using different shapes to build creative monuments and structures!

📐 🧱 Students used their imagination and problem-solving skills to bring their ideas to life. Great job, Mrs. Oswald's class! ✨ 🙌



🐺 🌊 Fun at Great Wolf Lodge! 🐺 🌊

Our 8th grade class had an unforgettable field trip to Great Wolf Lodge! 🌊 🎢 Students enjoyed the indoor waterpark and all of the exciting indoor activities while making memories with friends. It was a day full of laughter, fun, and adventure! ✨ 😊



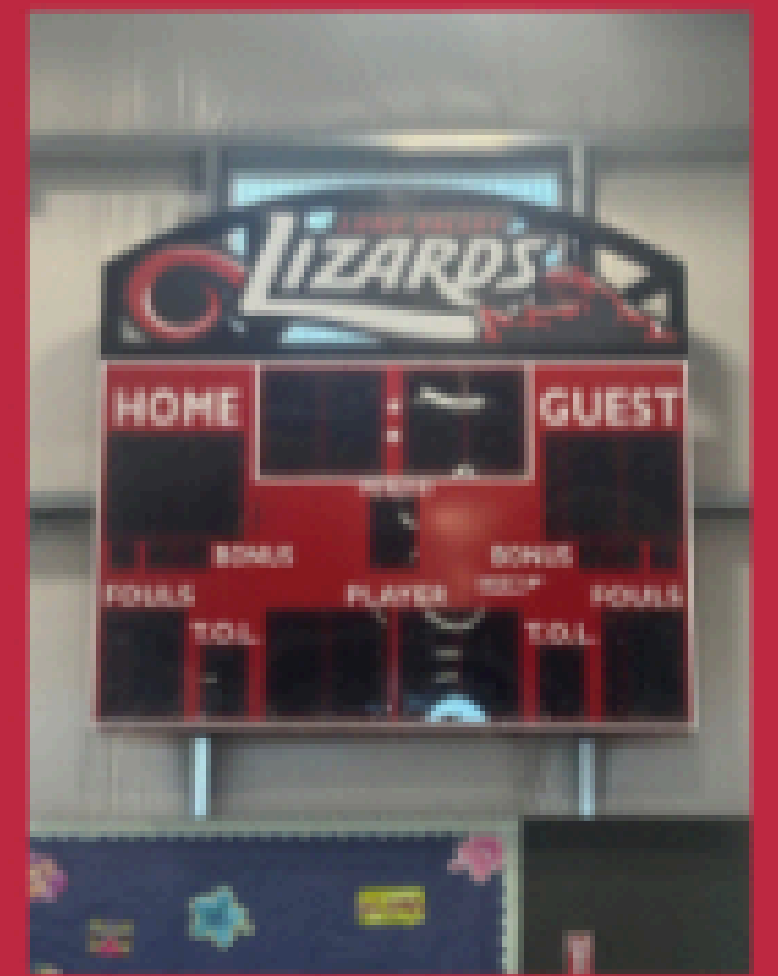
Long Valley School -Doyle-

🔧 ✨ Campus Upgrades ✨ 🔧

We've been making exciting improvements around our campus!

🚧 ✨ Mr. Jerad and his construction class remodeled a room into two new spaces, and we're excited to show off our brand-new custom scoreboard!

🏀 🙌 These are just a few of the many updates happening at our school, with even more improvements coming this summer! ☀️ ✨



🍎 ✨ Celebrating Our School Heroes! ✨ 🍎

During School Lunch Hero Day and Staff Appreciation Week, our students and staff showed so much kindness and appreciation!

💙 🙌 Our lunch ladies loved receiving sweet cards from students, and the decorated staff lounge helped make the week extra special. ✨ 😊

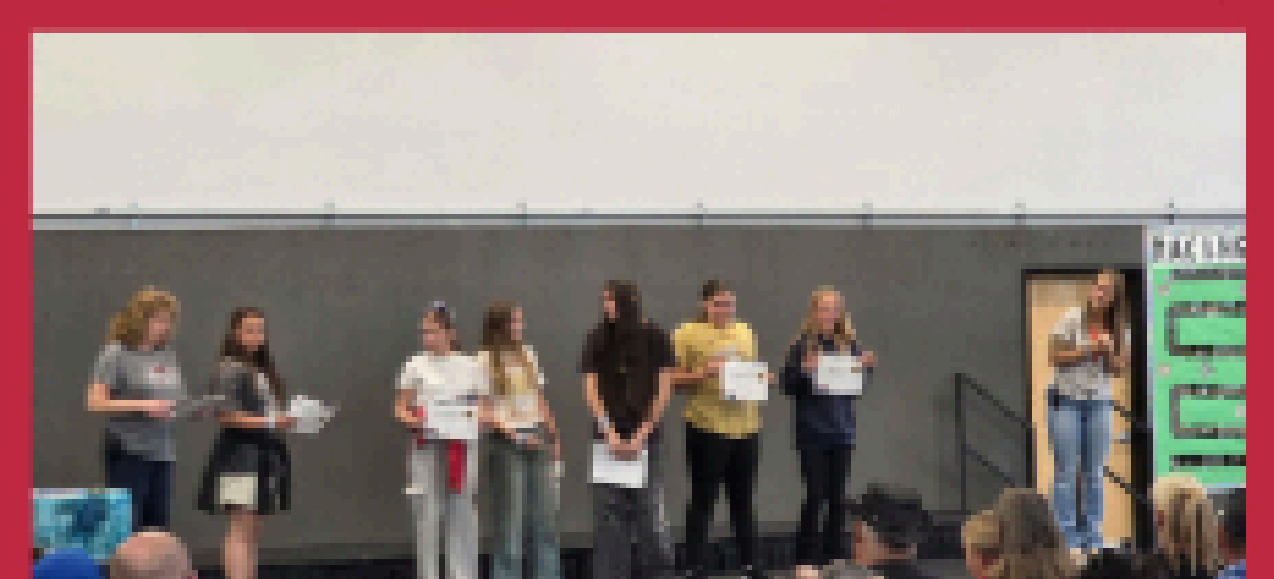
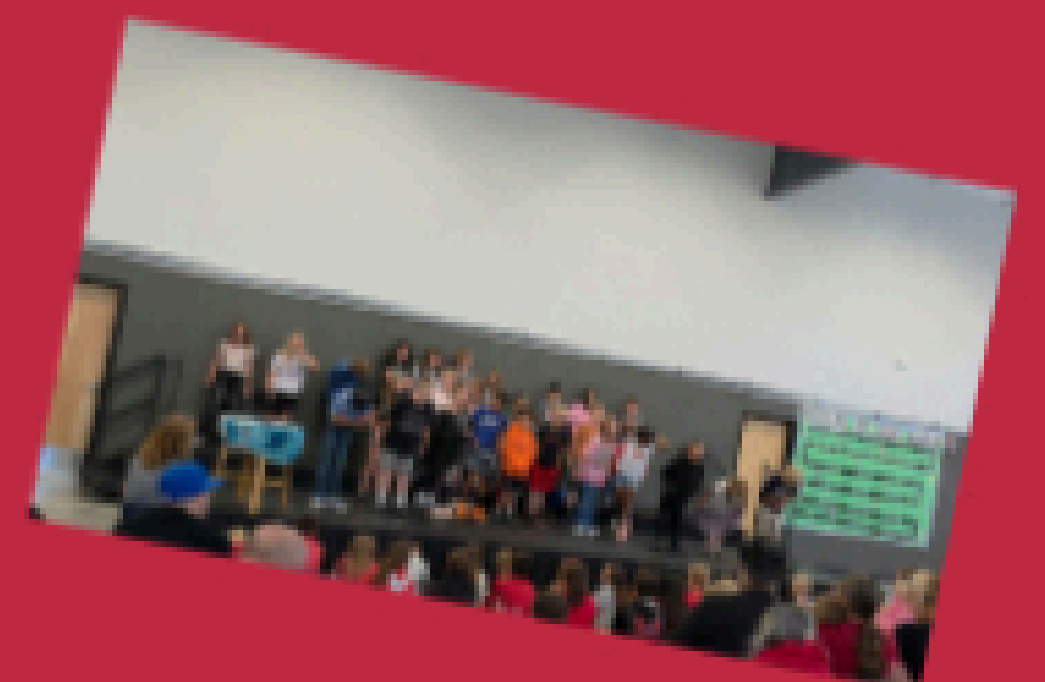
Thank you to all of our amazing staff members for everything you do each day!



🏆 ✨ Ending the Year Strong! ✨ ☀️

We wrapped up the school year with our final Quarterly Awards Assembly, celebrating all of the hard work, growth, and accomplishments of our amazing students! 🙌 ✨

We are so proud of everyone and hope all of our students have a fun, safe, and relaxing summer break! 😎 🍉 ☀️





Thompson Peak Charter School



Kindergarten Promotion

A huge thank you to the PTSA for purchasing caps and gowns for our kindergarten promotion!



8th Grade Promotion

Look out high school - here they come!



Graduating Class of 2026

Board Member Jason Ingram delivered an inspiring speech and congratulated the Class of 2026 on their accomplishments.

Congratulations to our ACSA Student of the Year Celeena Meanor!



Our End-of-the-Year Celebration was a wonderful success! K-2 students started the night with singing followed by a guitar solo by 7th grader Ella-Grace. Families enjoyed hot dogs, chips, and desserts provided by the PTSA, and students were recognized with awards as we celebrated another great school year together.



Last field trip of the year - students line up outside of Sierra Theater.

Long Valley School
2025-26 Local Indicators Annual Report
Priorities 1, 2, 3, 6, and 7

Priority 1 – Basic Services (Conditions of Learning) - (from 2024-25 SARC)

- 1a. 100% of teachers are appropriately assigned. 17% of teachers have temporary credentials.
- 1b. 100% of our classrooms have sufficient instructional materials as verified by the quarterly report to the Board.
- 1c. Overall rating of our facilities: Doyle: Good; Portola: Good.

Priority 2 – Implementation of State Standards (Conditions of Learning)

The school has chosen to conduct a “School Staff Needs Survey.” These results were from a survey administered in May 2026. Teachers rate items on a 5-point weighted scale as follows:

- 1. Exploration & research phase
- 2. Beginning development
- 3. Initial implementation
- 4. Full implementation
- 5. Full sustainability

Note: prior year scores are in parentheses

2a.

Rate our progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below;

ELA-CCSS: 3.71 (3.57)	NGSS: 3.57 (3.14)
Math: 3.71 (3.57)	HSS: 3.71 (3.29)

Rate our progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in classrooms/ resource centers where the subject is taught:

ELA-CCSS: 4.14 (3.71)	Math: 3.86 (3.71)
NGSS: 3.43 (3.29)	HSS: 3.71 (3.43)

Rate our 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:

ELA-CCSS: 3.0 (3.43)	Math: 3.14 (3.29)
NGSS: 2.86 (3.14)	HSS: 2.86 (3.43)

Rate our progress in implementing each of the following academic standards adopted by the state board for all students:

CTE: 3.57 (4)	Visual and Performing Arts: 3.0 (3.43)
Physical Education: 3.29 (3.43)	Health Education: 3.33 (3.71)
World Language: 3.57 (3.14)	Model School Library: 2.0 (2.43)

2b.

Professional learning for teaching to the adopted academic standards for ELD: ELD: 3.0 (3.71)

Progress in making instructional materials aligned to standards available: ELD: 3.0 (3.71)

Progress in implementing policies or programs to support staff in identifying areas where they can improve delivery of instruction: ELD: 2.71 (3.29)

2c.

Identifying professional learning needs of groups of teachers or staff as a whole.
3.14 (4)

Identifying the professional learning needs of individual teachers.

3.0 (4)

Providing support for teachers on the standards they have not yet mastered.

2.86 (4)

Priority 3 – Parent Engagement

Based on the analysis of data, we have identified the number which best indicates the LEA’s current stage of implementation for each practice 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

Building Relationships
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-Full Implementation
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.
4-Full Implementation
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children
3-Initial Implementation
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
4-Full Implementation
Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
The LEA has strength in creating welcoming environments. Each location has friendly "customer service" attitudes, and families are encouraged to participate regularly.
Briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.
Supporting staff in learning about each family’s cultures and goals for their children continues to be an area of focus for the school.
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.
To continue to strengthen relationships with families, the staff will continue to offer relevant family programming that encourages family engagement. The school plans to make an additional effort to emphasize two-way communication by providing more frequent small surveys to invite more comments. The LEA plans to increase the use of Parent Square

for b communication between school staff and families, allowing families to communicate through their preferred methods, supporting families who need language assistance, and enabling staff to monitor communication reach and engagement.

Building Partnerships for Student Outcomes

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.

4-Full Implementation

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

3-Initial Implementation

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.

3-Initial Implementation

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.

3-Initial Implementation

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The LEA works closely with families. In the independent study program, staff meet individually with the students and their families weekly. In the classroom-based program, teachers communicate ways to support student learning during student-led conferences between grading periods.

Briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

An area for growth continues to support families to advocate for their own children.

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.

The school will focus on creating and disseminating literature for families on how to advocate for their own children.

Seeking Input for Decision Making

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.

3-Initial Implementation

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-Full Implementation

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-Full Implementation
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.
3-Initial Implementation
Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
A current strength is that our school staff and leadership empower parent groups to observe learning and provide input in decision making.
Briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.
An area of growth continues to be to engage all educational partners in the review of family engagement activities and the impact on input.
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.
The school will continue to administer surveys to families to gather input and encourage meaningful conversations during parent/student conferences.

Priority 6 – School Climate (Engagement)

Local Climate Survey Summary

Surveys were conducted during May 2026 to all enrolled students and their families and included questions on student perceptions of school safety and connectedness.

Survey results include: 83% of Doyle parents and 92% of Portola parents responded affirmatively to the statement, "Staff creates a welcoming environment at school for my family."

Positive responses to school safety include:

Doyle:	grades 6-12: 75%	grades K-5: 77%	parents: 92%
Portola:	grades 6-12: 100%	grades K-5: 89%	parents: 100%

We asked students if during the last 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities? 42% of Doyle 6th-12th graders said yes; 29% affirmed this statement in Portola.

Positive responses to teachers/staff really care about students include:

Doyle:	grades 6-12: 78%	grades K-5: 75%
Portola:	grades 6-12: 88%	grades K-5: 93%

Results of concern are 42% of students responded yes to having chronic sadness or hopeless feelings.

Key Learnings

The school prides itself on creating a welcoming and caring environment for staff, students, and parents. An area of attention is the feeling of extended sadness felt by several students.

Changes Made to Address Areas of Need

The school provides mental health support and ensures that all students and families are informed of its availability. While services are currently offered remotely, active efforts are underway to recruit an onsite counselor. LVS added a wellness coach at all locations to support families. LVS started using the Sandy Hook Promise SEL program to support students, staff, and families through social-emotional learning and critical incident response.

Priority 7- Access to a Broad Course of Study: Self-Reflection Tool

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.**

Using the School Information System to review transcripts, individual student enrollment in courses grades 9-12 are evaluated each semester by the school registrar and the teacher. Careful tracking of course enrollment to meet required course and credit completion leading to on-time graduation is the focus of the evaluation.

Using the School Information System files, individual student enrollment in courses in grades K-8 are evaluated each semester by the school registrar and the teacher. Using the course catalog, access to required courses in each grade level range is verified.

Unduplicated pupils and students with disabilities have the same access to a broad course of study as the all-student group.

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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

All students have access to and are enrolled in courses required for graduation in grades 9-12. High school students are enrolled in independent study, and they have choices of online courses, a-g credit, as well as text-based work.

100% of students in grades Tk-8 are enrolled in required classes.

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.**

Due to the nature of independent study and the availability of online as well as text-based courses, all students have access to a broad course of study. The LEA seeks to increase enrollment in rigorous A-G coursework, foreign language classes and CTE coursework.

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?**

LEA is actively seeking A-G curriculum to increase accessibility for all students while reducing non-A-G course options.

**Thompson Peak Charter
2025-26 Local Indicators Annual Report
Priorities 1, 2, 3, 6, and 7**

Priority 1 – Basic Services (Conditions of Learning) - (from 2024-25 SARC)

- 1a. 100% of teachers are appropriately assigned. 18% of teachers have temporary credentials.
- 1b. 100% of our classrooms have sufficient instructional materials as verified by the quarterly report to the Board.
- 1c. Overall rating of our facility: Good.

Priority 2 – Implementation of State Standards (Conditions of Learning)

The school has chosen to conduct a “School Staff Needs Survey.” These results were from a survey administered in May 2025. Teachers rate items on a 5-point weighted scale as follows:

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

Note: prior year scores are in parentheses

2a.

Rate our progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

ELA-CCSS: 4 (3.71)	NGSS: 3.75 (3.29)
Math: 3.75 (3.57)	HSS: 3.88 (3.43)

Rate our progress in making instructional materials that are aligned to the recently adopted academic standards and /or curriculum frameworks identified below available in in classrooms/ resource centers where the subject is taught:

ELA-CCSS: 4.25 (3.57)	Math: 3.75 (3.71)
NGSS: 3.62 (3.57)	HSS: 4.12 (3.86)

Rate our 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:

ELA-CCSS: 4(3.43)	Math: 3.88(3.57)
NGSS: 3.75(3.14)	HSS: 3.88(3.14)

Rate our progress in implementing each of the following academic standards adopted by the state board for all students:

CTE: 4.14(4.33)	Visual and Performing Arts: 3.42(4)
Physical Education: 3.42(3.83)	Health Education: 4(3.83)
World Language: 3.71(3.83)	Model School Library: 2.85(3.60)

2b.

Professional learning for teaching to the adopted academic standards for ELD: ELD: 3.63(3.14)

Progress in making instructional materials aligned to standards available: ELD: 4(3.14)

Progress in implementing policies or programs to support staff in identifying areas where they can improve delivery of instruction: ELD: 3.75(3.29)

2c.

Identifying professional learning needs of groups of teachers or staff as a whole.

4 – Full Implementation

Identifying the professional learning needs of individual teachers.

4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered.

4 – Full Implementation

Priority 3 – Parent Engagement

Based on the analysis of data, we have identified the number which best indicates the LEA’s current stage of implementation for each practice 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

Building Relationships
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-Full Implementation
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.
4-Full Implementation
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children
3-Initial Implementation
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
3-Initial Implementation
Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
The LEA has strength in creating welcoming environments. Each location has friendly "customer service" attitudes and families are encouraged to participate regularly.
Briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.
Supporting staff in increasing communication between staff and parents is important.
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.
The school plans to make an additional effort to emphasize two-way communication by providing more frequent small surveys to invite more comments. The LEA plans to increase the use of Parent Square for b communication between school staff and families, allowing families to communicate through their preferred methods, supporting families who need language assistance, and enabling staff to monitor communication reach and engagement.

Building Partnerships for Student Outcomes	
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.	
4-Full Implementation	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	
3-Initial Implementation	
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.	
3-Initial Implementation	
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.	
3-Initial Implementation	
Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.	
The LEA works closely with families. In this independent study program, staff meet individually with the students and their families weekly.	
Briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.	
An area for growth continues to be supporting families to advocate for their own children.	
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.	
The school will provide information on legal rights when there are procedural questions.	

Seeking Input for Decision Making	
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.	
3-Initial Implementation	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	
3-Initial Implementation	
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.	

3-Initial Implementation
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.
3-Initial Implementation
Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
The LEAs current strength is our school staff and leadership empower parent groups to observe learning and provide input in decision making.
Briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.
An area of growth continues to be to engage all educational partners in the review of family engagement activities and the impact on input.
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.
The Advisory Committee and PTSA will consider how to improve engagement of families, especially in planning, designing, implementing, and evaluating family engagement activities.

Priority 6 – School Climate (Engagement)

Local Climate Survey Summary

Surveys were conducted during May 2026 to all enrolled students and their families and included questions on student perceptions of school safety and connectedness.

Survey results include: 89% of parents responded affirmatively to the statement, "My child feels connected to the school community."

Responses to school safety include:
 Grades 6-12: 89% Grades K-5: 93% Parents: 95%

We asked students if during the last 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities? 22% of students in grades 6-12 said yes.

Positive responses to teachers/staff really care about students include:
 Grades 6-12: 90% Grades K-5: 96%

Key Learnings

The school prides itself on creating a welcoming and safe environment for staff, students, and parents. An area of attention is the feeling of extended sadness felt by several students.

Changes Made to Address Areas of Need

The school offers mental health support, including the addition of a Wellness Coach, and is committed to ensuring all students and families are aware of these resources. To further strengthen social-emotional learning and crisis response, the school has started implementation of the Sandy Hook Promise program for students, families, and staff.

Priority 7- Access to a Broad Course of Study: Self-Reflection Tool

- 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.**

Using the School Information System to review transcripts, individual student enrollment in courses grades 9-12 are evaluated each semester by the school registrar and teacher. Careful tracking of course enrollment to meet required course and credit completion leading to on-time graduation is the focus of the evaluation.

Using the School Information System files, individual student enrollment in courses in grades K-8 are evaluated each semester by the school registrar and the teacher. Access to required courses in each grade level range is verified.

Unduplicated pupils and students with disabilities have the same access to a broad course of study as the all-student group.

- 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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

All students have access to and are enrolled in courses required for graduation in grades 9-12. High school students are enrolled in independent study, and they have choices of online courses, a-g credit, as well as text-based or project-based work.

100% of students in grades Tk-8 are enrolled in required classes.

- 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.**

Due to the nature of independent study and the availability of online as well as text-based courses, all students have access to a broad course of study. The LEA seeks to increase enrollment in rigorous A-G coursework, foreign language classes, and CTE coursework.

- 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?**

LEA is actively seeking A-G curriculum to increase accessibility for all students while reducing non-A-G course options.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The charter will cultivate a dynamic and innovative teaching workforce dedicated to fostering student engagement and passion for learning through the implementation of creative instructional methods and practices. (State Priorities – 1, 2, & 7)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed to address State Priorities, 1, 2, and 7, categorized as conditions of learning.

The LEA has developed this goal to cultivate a dynamic and innovative teaching workforce dedicated to fostering student engagement and passion for learning through creative instructional methods and practices. This goal aligns with State Priorities 1, 2 and 7, ensuring that the teaching staff is not only highly qualified but also continually evolving in their instructional approaches. It is evident in survey data that training in ELA and standards is necessary. This will ensure that all students will receive high-quality, equitable education. Measuring teacher effectiveness is crucial, and we do this through comprehensive assessments of teacher competencies which is included as a new action in this goal. By identifying areas for growth and excellence, we ensure that our instructional staff is always improving. Additionally, we invest in professional development, specifically in mastery-based learning, to empower teachers to implement personalized, student-centered instruction that meets the varied learning paces and styles of our students. Encouraging enrollment in foreign language courses is another critical component, broadening students' cultural perspectives and enhancing their global competencies. Finally, we aim to instill a sense of student agency, helping students believe in their ability to influence their learning and outcomes. By fostering an environment where students feel empowered and engaged, we prepare them for lifelong learning and success.

The school will measure progress towards this goal through the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers with and without full credentials and properly	School data for 2023-24: CBEDS date:	School data for 2024-25: CBEDS date:	17% without full credentials	12.5% or less of teachers without full credentials.	Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	assigned through an analysis of data in the Student Information System. (1A) Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and home. (from quarterly report to the Board and inventory records.) (1B)	4% possess temporary staff permits. 100% of teachers were properly assigned.	10% possess temporary staff permits. 100% properly assigned teachers. As of 6/1/2025: 100%	100% properly assigned. As of 6/2/2026: 100%	100% properly assigned teachers.	No difference
1.3	State Reflection Tool weighted rubric score for CCSS Implementation included in teacher surveys in the spring. (2A) Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	Reported from spring 2023-24 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 2.29 Math: 2.29 NGSS: 2.14 HSS: 2.14 Progress implementing academic standards adopted by the SBE: CTE: 4 Health Education: 3.43 PE Model Standards:3.14	Reported from spring 2024-25 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.43 Math: 3.29 NGSS: 3.14 HSS: 3.43 Progress implementing academic	Reported from spring 2025-26 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.5 Math: 3.5 NGSS: 3.31 HSS: 3.37 Progress implementing academic	3.5 or better scores for ELA, Math, NGSS, HSS, CTE, & Health. 3.0 or better for PE, VAPA, World Language, & Model School Library.	Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Measures for the programs and services will enable English learners to access CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency. (2B) Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	Visual & Performing Arts: 2.71 World Language: 2.57 Model School Library: 1.86	standards adopted by the SBE: CTE: 4 Health Education: 3.71 PE Model Standards: 3.43 Visual & Performing Arts: 3.43 World Language: 3.14 Model School Library: 2.43	standards adopted by the SBE: CTE: 3.8 Health Education: 3.64 PE Model Standards: 3.33 Visual & Performing Arts: 3.2 World Language: 3.6 Model School Library: 2.54	3 or better in all measures.	Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percentage of all students having access to and are enrolled in a broad course of study of required classes through an analysis of the course catalog and the student information system. (7A)	As of 6/30/2024: 100%	Progress in making instructional materials aligned to ELD standards available in classrooms/resource centers: 3.71 As of 6/1/2025: 100%	Progress in making instructional materials aligned to ELD standards available in classrooms/resource centers: 3.45 As of 6/2/2026: 100%	100%	No difference
1.6	Conduct a survey to determine the percentage of 7th-12th grade students who respond positively to opportunities for foreign language. (All students 7A)	To be established 24/25 50% for 7th-12th grade Doyle 82% for 7th-12th grade Portola	2024/25: 50% for 7th-12th grade Doyle 82% for 7th-12th grade Portola	2025/26: 42% for 7th-12th grade Doyle 66% for 7th-12th grade Portola	90% for 7th-12th grade Doyle 90% for 7th-12th grade Portola	Baseline established 2024/25
1.7	Conduct a survey to determine the percentage of 7th-12th grade unduplicated students who respond positively to opportunities for foreign language. (7B)	To be established 24/25 42% for 7th-12th grade Doyle 70% for 7th-12th grade Portola	2024/25: 42% for 7th-12th grade Doyle 70% for 7th-12th grade Portola	2025/26: 39% for 7th-12th grade Doyle 63% for 7th-12th grade Portola	90% for 7th-12th grade Doyle 90% for 7th-12th grade Portola	Baseline established 2024/25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Conduct a survey to determine the percentage of 7th-12th grade students with disabilities who respond positively to opportunities for foreign language. (7C)	To be established 24/25 75% for 7th-12th grade Doyle 67% for 7th-12th grade Portola	2024/25: 75% for 7th-12th grade Doyle 67% for 7th-12th grade Portola	2025/26: 63% for 7th-12th grade Doyle 73% for 7th-12th grade Portola	90% for 7th-12th grade Doyle 90% for 7th-12th grade Portola	Baseline established 2024/25
1.9	Using a weighted scale rubric on the spring survey, teachers measure rating of their instructional practice for Mastery-based Learning (Local Priority) Weighted scale: 1. I'm just beginning to learn and understand. 2. I've been using at least one element in my practice, but haven't been able to add others. 3. I've been adding multiple elements to my practice, but am not quite there yet. 4. I've got this! I've fully implemented all aspects of personalized, mastery-based learning.	2024 Spring Survey: 3.13	2025 Spring Survey: 3.57	2026 Spring Survey: 3.11	3.25	Increase
1.10	Using a weighted scale rubric on the spring teacher survey, measure the degree of progress on Essential Standards (Local Priority)	2024 Spring Survey Refinement of essential standards: 2.13 Development of rubrics for each standard: 2.0	2025 Spring Survey Refinement of essential standards: 2.14	Not measured due to a shift of focus.	Refinement of power standards: 2.75 Development of rubrics for each standard: 2.75	Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Weighted scale: 1-no progress, I've heard it mentioned 2-beginning development 3-well developed</p>	<p>Development of assessments for each standard: 2.0 Identification of resources/assignments for each standard: 1.63 Standards pacing guide by month or LP: 1.63 Method for tracking mastery of each standard: 1.88</p>	<p>Development of rubrics for each standard: 2.14 Development of assessments for each standard: 2.14 Identification of resources/assignments for each standard: 2.14 Standards pacing guide by month or LP: 2 Method for tracking mastery of each standard: 2</p>		<p>Development of assessments for each standard: 2.75 Identification of resources/assignments for each standard: 2.75 Standards pacing guide by month or LP: 2.75 Method for tracking mastery of each standard: 2.75</p>	
1.11	<p>Using a weighted scale rubric on the spring survey, teachers measure rating of their instructional practice with teacher competencies (Local Priority) Weighted scale: 1. I am just beginning to understand and apply foundational teaching practices. My application is limited and I am developing my skills.</p>	2025 Spring Survey: 3	2025 Spring Survey: 3.14	2026 Spring Survey: 3.11	2.5	Increase 0.14

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	<p>2. I have integrated basic teaching competencies into my practice but struggle to consistently apply them across different teaching scenarios.</p> <p>3. I am proficient in applying a range of effective teaching strategies and consistently use them in my practice, although I am still refining some aspects.</p> <p>4. I have fully mastered a wide range of teaching competencies and seamlessly integrate them into all areas of my instruction, consistently demonstrating high-level teaching performance.</p> <p>Using a survey in the winter, measure the percentage of students in grades 5-11 that are satisfied with receiving lessons that are engaging and having student agency over their own learning. (Local Priority)</p>	<p>2024 Spring Survey Learning activities are always/or often interesting and fun: Doyle: 95%; Portola: 75%</p> <p>I am given the opportunity to take ownership of my learning: Doyle: 79%; Portola: 92%</p>	<p>2025 Winter Survey: Learning activities are always/or often interesting and fun: Doyle: 56% Portola: 100%</p> <p>I am given the opportunity to take ownership of my learning: Doyle: 60% Portola: 100%</p>	<p>2026 Winter Survey: Learning activities are always/or often interesting and fun: Doyle: 58% Portola: 91%</p> <p>I am given the opportunity to take ownership of my learning: Doyle: 50% Portola: 83%</p>	90% or better	Doyle - decrease Portola - increase

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth toward meeting or exceeding standards in ELA, math, and science assessments and increase measures of career and college preparedness as demonstrated through reports on the CA School Dashboard and local and state assessments. (State Priorities – 4, 5, 7, 8)	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures all students demonstrate growth toward meeting or exceeding standards in English Language Arts (ELA) and math assessments, while increasing career and college preparedness, is a response to the significant academic challenges our students face. This goal aligns with State Priorities 4, 5, 7, and 8, emphasizing academic achievement and readiness for post-secondary success.

Recent assessment data highlights the urgency of this goal. In the 2022-23 school year, only 31.92% of all students met grade-level standards in ELA, with stark disparities among Students with Disabilities (SWD) at 8.33% and Socioeconomically Disadvantaged (SED) students at 25.85%. Math results were even more concerning, with just 16.31% of all students meeting grade-level standards, 8.33% for SWD, and 10.12% for SED students. Additionally, the rate of A-G completers remains critically low, with 0% of students meeting this benchmark in 2022-23. Benchmark assessment data for the 2023-24 school year shows that only 20% of students in grades 1-6 are meeting reading expectations, and a mere 8% are meeting mathematics expectations. In grades 7-11, 28% are meeting reading expectations, and 15% are meeting mathematics expectations. These figures fall significantly short of the school's goals of 50% in ELA/Reading and 35% in mathematics for grades K-6, and 60% in ELA/Reading and 35% in mathematics for grades 7-11.

To address these issues, the school will prioritize RtI, tutoring, MTSS Tier 1 supports, increased direct instruction in math and ELA for the independent study site, as well as improving writing skills across all grade levels. All of these actions were identified as a critical area of need through both quantitative and qualitative data.

This goal reflects our commitment to addressing academic deficiencies and ensuring all students are prepared for college and career success. Through targeted interventions, consistent assessment, and a focus on writing, we strive to create a supportive and effective learning environment that meets the needs of our student population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students meeting or exceeding the standard in CAASPP ELA assessments (4A)	Results from 2023-24: All Students: 25% SWD: 4.35% SED: 26.73%	Results from 2024-25: All Students: 35% SWD: 12% SED: 28%	Results from 2025-26: All Students: TBD SWD: TBD SED: TBD	All students: 50% SWD: 40% SED: 45%	Increase in all and in both student subgroups
2.2	Percentage of students meeting or exceeding the standard in CAASPP math assessments (4A)	Results from 2023-24: All Students: 5.7% SWD: 0% SED: 1.98%	Results from 2024-25: All Students: 11% SWD: 0% SED: 8%	Results from 2025-26: All Students: TBD SWD: TBD SED: TBD	All students: 35% SWD: 30% SED: 30%	No change in SWD students Increase in all and SED student groups
2.3	Percentage of students meeting, exceeding, nearly meeting the standard, and total combined on the CST-Science assessments (4A)	Results from 2023-24: All Students: Met or exceeded: 25.37% Nearly met: 64.18% Total Combined: 89.55% SWD Students: Met or exceeded: 6.67% Nearly met: 81.8% Total Combined: 88.47% SED Students: Met or exceeded: 26.53% Nearly met: 65.31% Total Combined: 91.84%	Results from 2024-25: All Students: Met or exceeded: 28% Nearly met: 66% Total Combined: 94% SWD Students: Met or exceeded: 14% Nearly met: 71% Total Combined: 85% SED Students: Met or exceeded: 19% Nearly met: 78%	Results from 2025-26: All Students: Met or exceeded: Nearly met: Total Combined: SWD Students: Met or exceeded: Nearly met: Total Combined: SED Students: Met or exceeded: Nearly met: Total Combined: Grade 5: Met or exceeded: Nearly met: Total Combined:	All Students: Standard met or exceeded: 40% Standard nearly met: 53% Total combined: 93% All SWD Students: Standard met or exceeded: 35% Standard nearly met: 57% Total combined: 92% All SED Students: Standard met or exceeded: 38% Standard nearly met: 54%	All students increased in each category SWD: met/exceeded increase though overall decrease in nearly met and combined SED: decrease in met/exceeded; increase in nearly met and combined Grade 5: increase in met/exceeded and combined Grade 8: decrease in met/exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: Met or exceeded: 20% Nearly met: 65% Total Combined: 85% Grade 8: Met or exceeded: 18.75% Nearly met: 68.75% Total Combined: 87.50% High School: Met or exceeded: 46.67% Nearly met: 53.33% Total Combined: 100%	Total Combined: 97% Grade 5: Met or exceeded: 30% Nearly met: 60% Total Combined: 90% Grade 8: Met or exceeded: 12% Nearly met: 88% Total Combined: 100% High School: Met or exceeded: 44% Nearly met: 50% Total Combined: 94%	Grade 8: Met or exceeded: Nearly met: Total Combined: High School: Met or exceeded: Nearly met: Total Combined:	Total combined: 92% Grade 5: Standard met or exceeded: 46% Standard nearly met: 44% Total combined: 90% Grade 8: Standard met or exceeded: 25% Standard nearly met: 70% Total combined: 95% Grade 11: Standard met or exceeded: 41% Standard nearly met: 53% Total combined: 94%	
2.4	Progress in English proficiency (ELPAC) (4E)	2023-24: 3 students at beginning stage	Results from 2024-25: 2 students tested all in Beginning Stage (only one of the students was in prior group)	Results from 2025-26: Only 1 student tested using the Alternate Elpac	70% of students progressing one ELPAC proficiency level	No change
2.5	EL reclassification rate (4F)	2023-24: 0%	2024-25: 0%	2025-26: 0%	Outcome will be adjusted if students exceed 3	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Early Assessment Program (EAP)- percentage of students prepared for college (as measured by a score of 3 or higher on CAASPP for grade 11) (4H)	Results from 2022-23 ELA: 64% Math: 7%	Results from 2023-24: ELA: 33.34% Math: 0%	Results from 2024-25: ELA: 50% Math: 6%	ELA: 60% Math: 20%	Decrease
2.7	Passage rate for AP exams (4G)	NA-School does not offer AP courses	NA-School does not offer AP courses	NA-School does not offer AP courses	N/A	N/A
2.8	Using the CCI report and SIS data, measure the percentage of seniors completing the A-G course requirements. (4B)	2022-23: 0%	2023-24: 0%	2024-25: 0%	10%	No difference
2.9	Using the CCI report and SIS data, measure the percentage of seniors completing both A-G and CTE course sequences. (4D)	2022-23: 0%	2023-24: 0%	2024-25: 0%	5%	No difference
2.10	Using the CCI report and/or SIS data, measure the percentage of seniors completing a CTE pathway. (4C)	2022-23: 35.7%	2023-24: 46.7%	2024-25: 50%	43%	Increase
2.11	Career/ College Indicator (CCI): due to the nature of the school's at-risk focused programs, measure the percentage of students that are prepared, approaching prepared, and the combined rate.(8)	2022-23: ALL STUDENTS Prepared: 14.3% Approaching Prepared:42.9% Combined: 57.2% Socio-economically Disadvantaged	2023-24: Prepared: 13.3% Approaching Prepared: 53.3% Combined: 66.6% Socio-economically	2024-25: All Students Prepared: 43% Approaching Prepared: 36% Combined: 79% Socio-economically	ALL STUDENTS Prepared: 25% Approaching Prepared: 50% Combined: 75% Socio-economically Disadvantaged	Overall increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Prepared: 18.2% Approaching Prepared: 36.4% Combined: 45.5%	Disadvantaged Prepared: 15.4% Approaching Prepared: 53.8% Combined: 69.2%	Disadvantaged Prepared: 33% Approaching Prepared: 44% Combined: 78%	Prepared: 30% Approaching Prepared: 35% Combined: 65%	
2.12	The percentage of "on or above level" iReady scores in ELA/reading and math assessment at the Spring administration. (8)	2023-24 Grades 1-6 Reading: 20% Mathematics: 8% Grades 7-11 Reading: 28% Mathematics: 15%	2024-25 Grades 1-6 Reading: 43.3% Mathematics: 24.3% Grades 7-11 Reading: 27.6% Mathematics: 24.3%	2025-26: Grades 1-6 Reading: 30% Mathematics: 16% Grades 7-11 Reading: 34% Mathematics: 26%	K-6 ELA/Reading: 40% Mathematics: 30% Grades 7-11 ELA/Reading: 40% Mathematics: 30%	Increase
2.13	The percentage of "on or above level" on iReady scores in ELA/Reading and math assessment from Fall to winter administration for students who have been enrolled for longer than two years with the school. (8)	Baseline to be determined in 24/25 Grades 1-6 Reading: 25% Mathematics: 16% Grades 7-11 ELA: 32% Mathematics: 22%	Winter 2024/25 Grades 1-6 Reading: 25% Mathematics: 16% Grades 7-11 ELA: 32% Mathematics: 22%	Winter 2025/26 Grades 1-6 Reading: 17% Math: 13% Grades 7-11 Reading: 36% Mathematics: 15%	Baseline to be set with Fall 2024 iReady assessment	Baseline established
2.14	Percentage of students prepared to begin high school level mathematics in grade 9 as measured by achieving a score of at least level 7 on the fall local assessment. (8)	2023-24: 35%	2024: 67%	2025: 20%	45%	Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Achieve a minimum of a 5% increase in the proportion of students meeting or exceeding the state writing standards on the CAASPP assessments by the end of the current academic year.	2023-24: 4.29%	2024-25: 7.8%	2025-26:	9.29% (5% over baseline)	Increase
2.16	Measure the number of projects for Project-based Learning in the school's standards based courses. (Local Priority)	As of June 1, 2024: 7	As of June 1, 2025: 0	Help	25	Decrease

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The charter will create a nurturing and inclusive school atmosphere that emphasizes the well-being, kindness, and sense of belonging for all individuals, guaranteeing safety, health, and support for the comprehensive growth of students, staff, and the wider school community. (State Priorities – 3, 5, 6)	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analyzing the metrics of priorities 3, 5, and 6, which address "engagement," led to the development of this goal. As a school of choice that emphasizes parent involvement, we have many positive metrics in areas such as parent input and involvement, connectedness, and safety. Some actions are focused on maintaining and increasing these positive statistics. However, there are areas of concern, including a high chronic absenteeism rate of 13.77% and reported rates of student stress.

Parent feedback indicates that 78% of students at both Doyle and Portola school sites feel connected to the school community. To increase this, the school will focus on relationship building, trainings, and school events where families are encouraged to attend. Mental health counseling, primarily directed at low-income pupils but provided schoolwide, is a key action in this plan.

Additionally, safety planning has been completed, and training will ensue. Efforts to support anti-bullying and classroom management are also prioritized actions within this goal. By addressing these concerns, we aim to create a more supportive and engaging school environment for all students.

Progress towards this goal will be measured by the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities meeting the "good repair" standard on the Facilities	School data for November 2023: Portola Resource Center: Good	School data for December 2024: Portola: Good Doyle: Good	School data for December 2024: Portola: Good Doyle: Good	Portola Resource Center: Good Doyle Campus: Good	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	<p>Inspection Tool report. (1C)</p> <p>Using the spring survey, measure the percentage of positive responses to questions of safety & school connectedness (6C)</p>	<p>Doyle Campus: Fair</p> <p>Spring 2024 survey: Parent Responses to the following statements: "The school is a safe place for my child." (Doyle)= 95%; (Portola)= 100%</p> <p>"My child feels connected to the school community." (Doyle)= 78%; (Portola)= 78%</p> <p>"I feel connected to the school community." (Doyle)=73%; (Portola)= 80%</p> <p>Student Responses to the statement, "I feel safe at school." (Doyle grades TK-5)=96%; (Doyle grades 6-12)=83%; (Portola grades TK5)= Reporting size too small; (Portola grade 6-12)= 100%</p> <p>Staff Responses: "This school is a safe place for staff." 87%</p>	<p>Spring 2025 survey: Parent Responses to the following statements: "The school is a safe place for my child." (Doyle)= 92%; (Portola)= 100%</p> <p>"My child feels connected to the school community." (Doyle)= 92%; (Portola)= 89%</p> <p>"I feel connected to the school community." (Doyle)= 69%; (Portola)= 100%</p> <p>Student Responses to the statement, "I feel safe at school." (Doyle grades TK-5)= 100%; (Doyle grades 6-12)= 70%; (Portola grades TK5)= Reporting</p>	<p>Spring 2026 survey: Parent Responses to the following statements: "The school is a safe place for my child." (Doyle)= 92%; (Portola)= 100%</p> <p>"My child feels connected to the school community." (Doyle)= 83%; (Portola)= 92%</p> <p>"I feel connected to the school community." (Doyle)= 83%; (Portola)= 75%</p> <p>Student Responses to the statement, "I feel safe at school." (Doyle grades TK-5)= 77%; (Doyle grades 6-12)= 73%; (Portola grades TK5)= 89%</p>	90% or greater	Increase in staff and student responses; decrease in Doyle families feeling connected to the school but overall increases or no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"This school is a safe place for students." 87%	size too small; (Portola grade 6-12)= 100% Staff Responses: "This school is a safe place for staff." 93% "This school is a safe place for students." 93%	(Portola grade 6-12)= 100% Staff Responses: "This school is a safe place for staff." 95% "This school is a safe place for students." 98%		
3.3	Using the spring survey, the percentage of parents that positively respond to the statement, "the school seeks parent input." (3A)	Spring 2024 Survey: Doyle: 89% Portola: 89%	Spring 2025 Survey: Doyle: 69% Portola: 100%	Spring 2026 Survey: Doyle: 50% Portola: 54%	Doyle: 90% or better Portola: 90% or better	Doyle decrease; Portola increase
3.4	Using the spring survey, the percentage of parents of unduplicated pupils that positively responded to the statement, "I feel encouraged to participate in school events" (3B)	Spring 2024 Survey: Doyle: 90% Portola: 100%	Spring 2025 Survey: Doyle: Reporting size too small; Portola: 100%	Spring 2026 Survey: Doyle: 83% Portola: 83%	Doyle: 90% or better Portola: 90% or better	No difference
3.5	Using the spring survey, measure the percentage of positive responses to questions regarding school to home communication (6C)	Spring 2024 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." (Doyle)= 73%; (Portola)= 89%	Spring 2025 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." (Doyle)= 69%;	Spring 2026 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." (Doyle): 75%;	90% or greater	Doyle decrease; Portola increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Reviewing IEP documentation, determine the percentage of parent participation in IEP meetings for SWD. (3C)	"The school communicates with our family about school events and meetings." (Doyle)= 89%; (Portola)= 89%	(Portola)= 100% "The school communicates with our family about school events and meetings." (Doyle)= 85%; (Portola)= 100%	(Portola): 83% "The school communicates with our family about school events and meetings." (Doyle): 83%; (Portola): 83%	100%	No difference
3.7	Using the spring survey and the California Healthy Kids survey, measure the percentage of affirmative responses to questions regarding student stress. (6C)	Spring 2024 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: Doyle= 28% Portola=33% Unduplicated Families: Doyle= 37% (3 of 8 surveyed); Portola:= 50% (2 of 4 surveyed) CHKS Chronic sad or hopeless feeling in the past 12 months: - 21%of 7th graders; No results received for high school students	Spring 2025 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: Doyle= 54% Portola= 50% (9 survey participants) Unduplicated Families: Doyle= Reporting size too small Portola:= 66% CHKS Chronic sad or hopeless feeling	Spring 2026 Survey: Is your child experiencing stress or feeling disengaged from learning? All Families: Doyle: 33% Portola: 33% Unduplicated Families: Doyle: 40% Portola: 60% Student Survey through Kelvin (Grades 6-12th): During the past 12 months, did you ever feel so sad or	CHKS: Chronic sad or hopeless feeling in the past 12 months: 25% or less	Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in the past 12 months: 40% of 7th graders; *No Data- high school students	hopeless almost every day for two weeks or more that you stopped doing some usual activities? Doyle: 42% Portola: 29%		
3.8	Attendance rates 5A	School data from Student Information System as of 23-24 P2: 94.28%	School data from Student Information System as of 24-25 P2: 96.39%	School data from Student Information System as of 25-26 P2: 94.9%	94% or better	Increase
3.9	Chronic absenteeism rate 5B	Dashboard for 2023 Yellow Status: 11.5%	Dashboard for 2024 Orange Status: 13.8%	Dashboard for 2025: Green Status: 8.5%	9% or lower	Increased
3.10	Middle school dropout rate 5C	Data from CALPADS (8.1b ODS) for the period of 2022-2023: 0%	Data from CALPADS (8.1b ODS) for the period of 2023-2024: 0%	Help	Rate below current state average	No difference
3.11	High school dropout rate 5D	Data from CALPADS (8.1b ODS) for the period of 2022-2023: 0%	Data from CALPADS (8.1b ODS) for the period of 2023-2024: 0%	Help	Rate below current state average	No difference
3.12	High school graduation rate 5E	Data from CA School Dashboard for 2022-2023: All students: 85.7% Socioeconomically Disadvantaged: 90.9%	Data from CA School Dashboard for 2023- 2024: All students: 73.3%	Data from CA School Dashboard for 2024-25: All students: 77.8% SED: 69.2%	All students: 90% or greater; Data for subgroups not less than 5% of all students group	Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 76.9%			
3.13	Suspension/Expulsion rates 6 A&B	School data from Student Information System for 2023-24 through 6/5/24: Suspension: 1% Expulsion: 0%	Suspension: 3% Expulsion: 0%	Data from CA School Dashboard 2024-25: Suspension: 2.6%	Suspension: 1% or below Expulsion: 0%	Very slight increase in suspensions
3.14						

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The charter will cultivate a dynamic and innovative teaching workforce dedicated to fostering student engagement and passion for learning through the implementation of creative instructional methods and practices. (State Priorities – 1, 2 & 7)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal was developed to address State Priorities, 1, 2, and 7, categorized as conditions of learning.

The LEA has developed this goal to cultivate a dynamic and innovative teaching workforce dedicated to fostering student engagement and passion for learning through creative instructional methods and practices. This goal aligns with State Priorities 1, 2 and 7, ensuring that the teaching staff is not only highly qualified but also continually evolving in their instructional approaches. It is evident in survey data that training in ELD and standards is necessary. This will ensure that all students will receive high-quality, equitable education. Measuring teacher effectiveness is crucial, and we do this through comprehensive assessments of teacher competencies which is included as a new action in this goal. By identifying areas for growth and excellence, we ensure that our instructional staff is always improving. Additionally, we invest in professional development, specifically in mastery-based learning, to empower teachers to implement personalized, student-centered instruction that meets the varied learning paces and styles of our students. Encouraging enrollment in foreign language courses is another critical component, broadening students' cultural perspectives and enhancing their global competencies. Finally, we aim to instill a sense of student agency, helping students believe in their ability to influence their learning and outcomes. By fostering an environment where students feel empowered and engaged, we prepare them for lifelong learning and success.

The school will measure progress towards this goal through the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers without full credentials and properly assigned	School data as of December 2023:	School data as of December 2024:	18% have less than full credentials; 100% of teachers are	12.5% or less of teachers without full credentials.	8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	through an analysis of data in the Student Information System. 1A	27% possess temporary staff permits; 100% of teachers were properly assigned	19% possess temporary staff permits 100% properly assigned teachers.	properly assigned.	100% properly assigned teachers.	
1.2	Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and home. (from quarterly report to the Board and inventory records.) 1B	100% as of 6/30/24	100% as of 6/1/2025	100% as of 6/2/2026	100%	No difference
1.3	State Reflection Tool weighted rubric score for CCSS Implementation included in teacher surveys in the spring. (2A) Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	Reported from Spring 2024 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.11 ELD: 2.67 Math: 3.22 NGSS: 2.67 HSS: 2.89 Progress implementing academic standards adopted by the SBE: CTE: 3.63 Health Education: 3 PE Model Standards: 2.75	Reported from Spring 2025 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.43 ELD: 3.29 Math: 3.57 NGSS: 3.14 HSS: 3.14 Progress implementing academic	Reported from Spring 2025-26 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.5 ELD: 3.25 Math: 3.5 NGSS: 3.31 HSS: 3.37 Progress implementing academic standards adopted	3.8 or better for ELA, ELD, Math, NGSS, HSS, CTE, & Health. 3.0 or better for PE, VAPA, World Language, & Model School Library.	Increase in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Measures for the programs and services will enable English learners to access CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency. (2B) Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	Visual & Performing Arts: 2.88 World Language: 2.88 Model School Library: 2.38	standards adopted by the SBE: CTE: 4.33 Health Education: 3.83 PE Model Standards: 3.83 Visual & Performing Arts: 4 World Language: 3.83 Model School Library: 3.50	by the SBE: CTE: 3.8 Health Education: 3.64 PE Model Standards: 3.33 Visual & Performing Arts: 3.2 World Language: 3.6 Model School Library: 2.54	3.5 or better in all measures.	Increase in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percentage of all students having access to and are enrolled in a broad course of study of required classes through an analysis of the course catalog and the student information system. (7A) 7A	2023-24: 100%	Progress in making instructional materials aligned to ELD standards available in classrooms/resource centers: 3.14 2024-25: 100%	Progress in making instructional materials aligned to ELD standards available in classrooms/resource centers: 3.45 2025-26: 100%	100%	No difference
1.6	Conduct a survey to determine the percentage of 7th-12th grade students who respond positively to opportunities for foreign language (7B)	2024-25 Baseline: 7th-12th grade: Positive: 72%	7th-12th grade: Positive: 72%	7-12th grade: 42%	7th-12th: 90%	no difference/ baseline established in 2025
1.7	Conduct a survey to determine the percentage of 7th-12th grade students with disabilities who respond positively to opportunities for foreign language (7C)	2024-25 Baseline: 7th-12th grade: Positive: 63%	7th-12th grade: Positive: 63%	7-12th grade: 30%	7th-12th: 90%	no difference/ baseline established in 2025
1.8	Using a weighted scale rubric on the spring survey, teachers measure rating of their	2024 Spring Survey: 3.27	2025 Spring Survey: 2.71	2026 Spring Survey: 3.0	3.5	.56 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	<p>instructional practice for Mastery-based Learning (Local Priority)</p> <p>Weighted scale:</p> <ol style="list-style-type: none"> 1. I'm just beginning to learn and understand. 2. I've been using at least one element in my practice, but haven't been able to add others. 3. I've been adding multiple elements to my practice, but am not quite there yet. 4. I've got this! I've fully implemented all aspects of personalized, mastery-based learning <p>Using a weighted scale rubric on the spring survey, teachers measure rating of their instructional practice with teacher competencies (Local Priority)</p> <p>Weighted scale:</p> <ol style="list-style-type: none"> 1. I am just beginning to understand and apply foundational teaching practices. My application is limited and I am developing my skills. 	2025 Spring Survey: 2.43	2025 Spring Survey: 2.43	2026 Spring Survey: 2.88	2.5	no difference/ baseline established in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	<p>2. I have integrated basic teaching competencies into my practice but struggle to consistently apply them across different teaching scenarios.</p> <p>3. I am proficient in applying a range of effective teaching strategies and consistently use them in my practice, although I am still refining some aspects.</p> <p>4. I have fully mastered a wide range of teaching competencies and seamlessly integrate them into all areas of my instruction, consistently demonstrating high-level teaching performance.</p> <p>Using a weighted scale rubric on the spring teacher survey, measure the degree of progress on essential standards (Local Priority)</p> <p>Weighted scale: 1-no progress, I've heard it mentioned 2-beginning development</p>	<p>2024 Spring Survey: Refinement of essential standards: 2.55</p> <p>Development of rubrics for each standard: 2.18</p> <p>Development of assessments for each standard: 2.00</p>	<p>2025 Spring Survey: Refinement of essential standards: 2.43</p> <p>Development of rubrics for each standard: 2.0</p> <p>Development of assessments for</p>	<p>Not measured due to a shift of focus.</p>	<p>Refinement of essential standards: 2.75</p> <p>Development of rubrics for each standard: 2.75</p> <p>Development of assessments for each standard: 2.75</p>	<p>decrease in all areas</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3-well-developed 3-well developed	Identification of resources/assignments for each standard: 2.18 Standards pacing guide by month or LP: 2.09 Method for tracking mastery of each standard: 2.75	each standard: 1.71 Identification of resources/assignments for each standard: 2.14 Standards pacing guide by month or LP: 2 Method for tracking mastery of each standard: 2		Identification of resources/assignments for each standard: 2.75 Standards pacing guide by month or LP: 2.75 Method for tracking mastery of each standard: 2.75	
1.11	Using a survey in the winter, measure the percentage of students in grades 5-11 that are satisfied with receiving lessons that are engaging and having student agency over their own learning. (Local Priority)	From Spring 2024 Survey - Learning activities are always/or often interesting and fun: 98% I am given the opportunity to take ownership of my learning: 89%	Winter 2025 Results: Learning activities are always/or often interesting and fun: 85% I am given the opportunity to take ownership of my learning: 88%	Winter 2026 Results: Learning activities are always/or often interesting and fun: 65% I am given the opportunity to take ownership of my learning: 51%	90%	slight decrease

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth toward meeting or exceeding standards in ELA, math, and science assessments and increase measures of career and college preparedness as demonstrated through reports on the CA School Dashboard and local and state assessments. (State Priorities – 4, 5, 7, 8)	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures all students demonstrate growth toward meeting or exceeding standards in English Language Arts (ELA) and math assessments, while increasing career and college preparedness, is a response to the significant academic challenges our students face. This goal aligns with State Priorities 4, 5, 7, and 8, emphasizing academic achievement and readiness for post-secondary success.

Recent assessment data highlights the urgency of this goal. Over several academic years, Thompson Peak Charter School has experienced concerning trends in student performance in both ELA and math across various groups. From the 2018-19 to 2022-23 school years, ELA performance has seen a slight decline and modest recovery, with a dip from 30.14% to 26.31%, while Math scores fell from 13.7% to 10.42%. Students with disabilities (SWD) in both subjects dropped to 0% performance in the 2020-21 and 2022-23 school years requiring immediate attention and response. Socioeconomically disadvantaged (SED) students are of special concern as this group faced declines in both subjects. Because of SED math performance, specific actions including individualized tutoring and direct instruction with foundational math within this goal have been developed. The school has recognized an urgent need for targeted interventions, classroom paraeducator support, and , setting future performance targets at 38% for all students in ELA, 20% in Math, 20% for SWD in ELA, 14% in Math, and 35% for SED in ELA, 18% in Math to improve outcomes.

The school will prioritize improving writing skills across all grade levels, identified as a critical area of need through both quantitative and qualitative data. By enhancing writing instruction, we aim to support overall literacy development, which is foundational to success in all subject areas. Project-based learning is also an area of interested growth for the school and metrics and actions have been created to ensure production in this area.

⁸⁵To ensure a steady increase in CCI data, the school recognizes continuing actions and metrics that support dual enrollment as well as CTE exploration.

This goal reflects our commitment to addressing academic deficiencies and ensuring all students are prepared for college and career success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students meeting or exceeding the standard in CAASPP ELA assessments (4A)	2023-24: All Students: 30% SWD: 17% SED: 34%	2024-25: All Students: 37% SWD: 30% SED: 38%	TBD	All students: 38% SWD: 20% SED: 35%	Increase for all students
2.2	Percentage of students meeting or exceeding the standard in CAASPP Math assessments (4A)	2023-24: All Students: 11% SWD: 4% SED: 9%	2024-25: All Students: 12% SWD: 0% SED: 12%	TBD	All students: 20% SWD: 14% SED: 18%	increase for all students & SED decrease in SWD
2.3	Percentage of students meeting, exceeding, or nearly meeting the standard on CST-Science assessment (4A)	2023-24 All Students: Standard met or exceeded: 22% Standard nearly met: 68.5% Total Combined: 90.8% All SWD Students: Standard met or exceeded: 20% Standard nearly met: 60% Total Combined: 80% All SED Students: Standard met or exceeded: 23.1% Standard nearly met: 65.4% Total Combined: 88.5%	2024-25 All Students: Standard met or exceeded: 22.7% Standard nearly met: 70.5% Total Combined: 93.2% All SWD Students: Standard met or exceeded: 33.3% Standard nearly met: 50% Total Combined: 83.3% All SED Students: Standard met or exceeded: 18.2%	TBD	All Students: Standard met or exceeded: 15% Standard nearly met: 63% Total Combined: 78% All SWD Students: Standard met or exceeded: +5% Total Combined: +5% All SED Students: Standard met or exceeded: 14% Standard nearly met: 63% Total Combined: 77%	Increase for all students, SWD students, grade 8 and high school decrease for SED and grade 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grade 5: Standard met or exceeded: 36.4% Standard nearly met: 63.6% Total Combined: 100 %</p> <p>Grade 8: Standard met or exceeded: 16% Standard nearly met: 72% Total Combined: 88%</p> <p>High School: Standard met or exceeded: 22% Standard nearly met: 66.6% Total Combined: 88.6%</p>	<p>Standard nearly met: 68.2% Total Combined: 86.4%</p> <p>Grade 5: Standard met or exceeded: 28.57% Standard nearly met: 57.14% Total Combined: 85.71 %</p> <p>Grade 8: Standard met or exceeded: 17.65% Standard nearly met: 70.59% Total Combined: 88.24%</p> <p>High School: Standard met or exceeded: 25% Standard nearly met: 75% Total Combined: 100%</p>		<p>Grade 5: Standard met or exceeded: +5% Total Combined: +5%</p> <p>Grade 8: Standard met or exceeded: 12% Standard nearly met: 76% Total Combined: 88%</p> <p>Grade 11: Standard met or exceeded: 10% Standard nearly met: 67% Total Combined: 77%</p>	
2.4	Progress in English proficiency (ELPAC) (4E)	2023-24: 0 Students	2024-25: 0 Students (Only one Kindergarten student tested)	2025-26: TBD Only one student tested	1	no difference
2.5	EL reclassification rate (4F)	2023-24: 0%	2023-24: 0 Students	2024-25: 0 Students	Outcome will be adjusted if the	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Early Assessment Program (EAP)- percentage of students prepared for college (as measured by a score of 3 or higher on CAASPP for grade 11) (4H)	2023-24: ELA: 44% Math: 19%	2024-25: ELA: 40% Math: 10%	TBD	number of eligible students exceed 3. ELA: 50% Math: 20%	decrease
2.7	Passage rate for AP exams (4G)	NA-School does not offer AP courses	NA-School does not offer AP courses	NA-School does not offer AP courses	NA	NA
2.8	Using the CCI report and SIS data, measure the percentage of seniors completing the A-G course requirements. (4B)	2023-24: 10%	2024-25: 0%	2025-26: SIS Data: 0%	12%	decrease
2.9	Using the CCI report and SIS data, measure the percentage of seniors completing both A-G and CTE course sequences. (4D)	2023-24: 5%	2024-25: 0%	2025-26: SIS Data: 0%	10%	decrease
2.10	Using the CCI report and/or SIS data, measure the percentage of seniors completing a CTE pathway. (4C)	2023-24: 35%	2024-25: 40%	2025-26: SIS Data: 38% (to be confirmed from CCI Report)	40%	increase
2.11	Career/ College Indicator (CCI): due to the nature of the school's at-risk focused programs, measure the percentage of students that are prepared, approaching	2022-23: ALL STUDENTS Prepared: 45% Approaching Prepared: 20% Combined: 65%	2023-24: ALL STUDENTS Prepared: 33% Approaching Prepared: 16.7% Combined: 49.7%	2024-25: ALL STUDENTS Prepared: 50% Approaching Prepared: 31% Combined: 81%	ALL STUDENTS Prepared: 50% Approaching Prepared: 25% Combined: 75%	decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	prepared, and the combined rate. (8)	Socio-economically Disadvantaged Prepared: 42.9% Approaching Prepared: 14.3% Combined: 57.2%	Socio-economically Disadvantaged Prepared: 25% Approaching Prepared: 18.8% Combined: 43.8%	Socio-economically Disadvantaged Prepared: 42% Approaching Prepared: 33% Combined: 75%	Socio-economically Disadvantaged Prepared: 48% Approaching Prepared: 20% Combined: 68%	
2.12	The percentage of "on or above level" iReady scores in ELA/reading and math assessment at the Spring administration. (8)	2023-24 Grades 1-6 Reading: 44% Mathematics: 34%	2024-25 Grades 1-6 Reading: 44% Mathematics: 23%	2025-26 Grades 1-6 Reading: 42% Mathematics: 26%	Grades K-6 Reading: 45% Mathematics: 35% Grades 7-11 ELA: 60% Mathematics: 50%	Increase in 1-6 reading; decrease in remaining
2.13	The percentage of "on or above level" on iReady scores in ELA/Reading and math assessment from Fall to winter administration for students who have been enrolled for longer than two years with the school. (8)	2023-24 Grades 1-6 Reading: 32% Mathematics: 11% Grades 7-11 ELA: 29% Mathematics: 12%	2024-25 Grades 1-6 Reading: 44% Mathematics: 28% Grades 7-11 ELA: 35% Mathematics: 21%	2025-26 Grades 1-6 Reading: 50% Mathematics: 11% Grades 7-11 Reading: 38% Mathematics: 23%	Grades K-6 Reading: 45% Mathematics: 35% Grades 7-11 ELA: 60% Mathematics: 50%	increase
2.14	Percentage of students prepared to begin high school level mathematics in grade 9 as measured by achieving a score of at least level 7 on the fall local assessment. (8)	2023-24: 23%	2024-25: 38%	2025-26: 23%	40%	Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Achieve a minimum of a 5% increase in the proportion of students meeting or exceeding the state writing standards on the CAASPP assessments by the end of the current academic year. (8)	2023-24: 6.67%	2024-25: 10.3%	TBD	11.67%	increased
2.17	Measure the number of Modern Classroom Projects shared units developed. (Local Priority)	As of 6/1/24: 24 1/2	As of 12/19/24: 28	No new MCP developed in 2025-26.	30	increase
2.18	Measure the number of projects for Project-based Learning in the school's standards based courses. (Local Priority)	As of 6/1/24: 7	As of 12/19/24: 0	Asked leaders 6-4-2026	25	decrease

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The charter will create a nurturing and inclusive school atmosphere that emphasizes the well-being, kindness, and sense of belonging for all individuals, guaranteeing safety, health, and support for the comprehensive growth of students, staff, and the wider school community. (State Priorities – 1, 3, 6)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analyzing the metrics of priorities 3, 5, and 6, which address "engagement," led to the development of this goal. As a school of choice that emphasizes parent involvement, we have many positive metrics in areas such as parent input and involvement, connectedness, and safety. Some actions are focused on maintaining and increasing these positive statistics. TPC prides itself on having a low chronic absenteeism, zero suspension and expulsion rate.

A key focus is enhancing support for student mental health. Post-COVID-19, a higher than desired number of students have reported prolonged sadness and stress, according to recent surveys. This concern has been acknowledged by both staff and families, leading to prioritized actions such as implementing a Social Emotional Learning (SEL) curriculum and providing mental health counseling to students.

Additionally, safety planning has been completed, and training will ensue. Efforts to support anti-bullying and classroom management are also prioritized actions within this goal. By addressing these concerns, we aim to create a more supportive and engaging school environment for all students.

Progress towards this goal will be measured by the metrics listed below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities meeting the "good repair" standard on the Facilities	School data for December 2023 "good repair"	School data for December 2024 "good repair"	School data for December 2025 "good repair"	"Good Repair" Status	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Inspection Tool report. (1C)					
3.2	Using the spring survey, the percentage of parents that positively respond to the statement, "the school seeks parent input." (3A)	Spring 2024 survey: 100%	Spring 2025 survey: 100%	Spring 2026 Survey: 94%	90% or better	no difference
3.3	Using the spring survey, the percentage of parents of unduplicated pupils that positively responded to the statement, "I feel encouraged to participate in school events" (3B)	Spring 2024 survey: 100%	Spring 2025 survey: 90%	Spring 2026 Survey: 89%	90% or better	decrease - still met
3.4	Attendance rates (5A)	23-24 P-2: 99.3%	24-25 P-2: 99.23%	Help	94% or better	Slight decrease
3.5	Chronic absenteeism rate (5B)	23-24 P-2: 2%	24-25 P-2: 3%	Help	2% or below	increase
3.6	Middle school dropout rates (5C)	2022-23: 0%	2023-24: 0%	Help	0%	no difference
3.7	High school dropout rates (5D)	2022-23: 4%	2023-24: 0%	2024-25:	2.0% or lower	decrease - still met
3.8	High school graduation rates (5E)	2022-23: All students: 85% SED: 85.7%	2023-24: All students: 79.2% SED: 75%	2024-25 School Dashboard: All students 82.4% SED: 76.9%	All students: 86% or greater SED: 85% or greater	decrease
3.9	Suspension/Expulsion rates (6 A & B)	2023-24 through 6/4/24: Suspension: 0% Expulsion: 0%	2024-20245 through 5/30/25: Suspension: 1% Expulsion: 0%	Help	Suspension: 0% Expulsion: 0%	slight increase in suspension; no change in expulsion

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Using the spring survey, measure the percentage of positive responses to questions of safety & school connectedness (6C)	<p>Spring 2024 survey: Parent Responses to the following statements: "The school is a safe place for my child." 100% "My child feels connected to the school community." 89% "I feel connected to the school community." 89%</p> <p>Student Responses to the statement, "I feel safe at school." (TK-5)= 100% (grades 6-12)= 100%;</p> <p>Staff Responses: "This school is a safe place for staff." 100% "This school is a safe place for students." 100% "I feel like I am a part of the team." 100%</p>	<p>Spring 2025 Survey: Parent Responses to the following statements: "The school is a safe place for my child." 100% "My child feels connected to the school community." 88% "I feel connected to the school community." 96%</p> <p>Student Responses to the statement, "I feel safe at school." (TK-5)= 100% (grades 6-12)= 96%;</p> <p>Staff Responses: "This school is a safe place for staff." 100% "This school is a safe place for students." 100% "I feel like I am a part of the team." 100%</p>		<p>Parent Responses to the following statements: "The school is a safe place for my child." 90% "My child feels connected to the school community." 90% "I feel connected to the school community." 90%</p> <p>Student Responses to the statement, "I feel safe at school." (TK-5)= 90% (grades 6-12)= 90%</p> <p>Staff Responses: "This school is a safe place for staff." 95% "This school is a safe place for students." 95% "I feel like I am a part of the team." 90%</p>	<p>all metrics improved or stayed the same from baseline excluding parent answer to child school connectedness</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Using the spring survey, measure the percentage of positive responses to questions regarding school to home communication (6C)	Spring 2024 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." 100% "The school communicates with our family about school events and meetings." 100%	Spring 2025 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." 96% "The school communicates with our family about school events and meetings." 96%		95% or above	decrease - still met
3.12	Reviewing IEP documentation, determine the percentage of parent participation in IEP meetings for SWD. (3C)	2023-24: 100%	2024-25: 100%		100%	no difference
3.13	Using the spring survey and the California Healthy Kids survey, measure the percentage of affirmative responses to questions regarding student stress. (6C)	Spring 2024 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: 16%; Unduplicated Families: 19% California Healthy Kids results: Chronic Sad or Hopeless Feeling in the past 12 months: H.S. - 30%	Spring 2025 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: 27%; Unduplicated Families: 18% Healthy Kids results (Fall 2024):		Is your child experiencing stress or feeling disengaged from learning? All Families: 24% or less; Unduplicated Families: 32% or less CHKS: Chronic sad or hopeless	increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Chronic Sad or Hopeless Feeling in the past 12 months: H.S. - 44%		feeling in the past 12 months: 42% or less	

Number	Position	Approved FTE	Currently held by		Resource Planned
101	Exec. Director/ Superintendent	1.00	Brussatoi	Misty	General Fund
102	Business Services Manager/AD	1.00	Roper	El	General Fund
103	Principal-Doyle	1.00	Talamentes	Jenavieve	General Fund
104	Site Admin/Asst.Director-Portola	1.00	Morgan	Jerad	General Fund
105	Site Admin/Asst.Director-Susanville	1.00	Preston	Stephanie	General Fund
107	Special Programs Admin	0.75	VACANT	(consider for Jan-June 2027 at 0.2 or 0.4)	
109	Assistant Principal-Doyle	1.00	VonTour	Hannah	General Fund
111	Assistant Principal-Susanville	1.00	Kirby	Jennifer	General Fund/S&C
201	Teacher-Doyle	1.00	Cooper	Kristine	General Fund
203	Teacher-Doyle	1.00	Diggs-Floyd	Mary	General Fund
204	Teacher-Doyle	1.00	Yescas	Aaron	General Fund
205	Teacher-Doyle	1.00	Idzinski	Amy	General Fund
206	Teacher-Doyle	1.00	Ballantine	Alicia	General Fund
208	Teacher-Doyle	0.75	Morgan (July-Dec 26 only)	Sherri	General Fund
209	Teacher-SPED LVS	1.00	Burnett	Elizabeth	SPED
210	Teacher -Doyle	1.00	Oswald	Tamara	General Fund
211	Teacher HS IS-Doyle	1.00	Alexander	Lori	General Fund
212	Teacher-Music	0.30	Fontana	Carol	General Fund
213	Career & College Counselor	1.00	DO NOT HIRE		S&C
215	Teacher-Portola	1.00	Binkley	Margaret	General Fund
216	Teacher-Portola	1.00	Pfingston	Michelle	General Fund
217	Teacher-Portola	1.00	Trenner	Amy	General Fund
218	Teacher-Susanville	1.00	Delbeq	Emily	General Fund
219	Teacher-Susanville	1.00	Kingsley	Angelina	General Fund
220	Teacher-Susanville	1.00	Pearson	McKennze	General Fund
221	Teacher-Susanville	1.00	Harkness	Theresa	General Fund
222	Teacher-Susanville	1.00	Camp	Lucinda	General Fund
223	Teacher-Susanville	1.00	Sakellariou	Chris	General Fund
224	Teacher-Susanville	1.00	Sevier	Raleigh	General Fund
225	Teacher-Math-Susanville	1.00	Ludecke	Ezra	General
226	Teacher-Susanville	1.00	Loiler	Natalie	General Fund
227	Teacher-SPED-Susanville	1.00	Bull	Samantha	SPED
228	Online Teacher/ Educational Data	1.00	Crumbaker-Froud	Sarah	50% S&C; 50% General
229	Teacher Substitute	-	Position number as needed for subs		General Fund
230	Instructional Coach/ Student Interve	1.00	Buckler	Brie	
231	CTE/Agriculture Teacher	1.00	DO NOT HIRE		
232	TK Teacher-Doyle	0.74	Redding	Kathryn	General Fund
301	Paraeducator-Doyle	0.725	VACANT		50% Title I; 25% S&C, 25% ELOP
302	Paraeducator-Doyle	0.725	VACANT		75% S&C; 25% ELOP
303	Paraeducator-Doyle	0.50	Harguess	Elizabeth	75% S&C; 25% ELOP
304	Paraeducator-Doyle	1.00	Gotcher	Nicole	75 % S&C, 25% SSPBDG
305	Paraeducator-Doyle	0.725	DO NOT HIRE		S&C
306	Paraeducator-Doyle	0.50	Caad	Brennen	S&C
307	Paraeducator-SPED Doyle	1.000	Cacavello	Aleesha	SPED
308	Paraeducator-SPED-Doyle	1.00	Giese	Monica	50% SPED; 50% General
309	Paraeducator-Doyle	0.725	DO NOT HIRE		75 % S&C, 25% ELOP
310	Paraeducator-SPED-Doyle	1.00	Christen	Jeni	75% SPED; 25% S&C
311	Paraeducator-Portola	1.00	Allingham	Brandy	75% S&C; 25% SPED
313	Paraeducator-Susanville	1.00	Nahhas	Mandy	S&C
314	Paraeducator-Susanville	1.00	VACANT		S&C
315	Paraeducator-SPED-Susanville	1.00	VACANT		75% SPED; 25% Title I
316	Paraeducator-Doyle	0.50	Wemken	Patricia	S&C
317	Paraeducator-Substitutes	0.00			S&C
402	Registrar	1.00	Schortz	Sara	General Fund
403	Receptionist-Doyle	1.00	Lorton	Sandy	General Fund
404	Accounting Clerk	1.00	Kielak	Yvonna	General Fund
405	Food Specialist	1.00	Altuz	Melissa	NSLP
406	Food Services-Doyle	1.00	Schmidt	Maureen	General Fund
407	Janitorial/ Lunch Supervision-Doyle	1.00	Bowers	Saray	General Fund
408	Maintenance/Janitor-Doyle	1.00	Riche	Randy	General Fund
409	Bus Driver	0.50	Ausmus	Kim	General Fund
410	Executive Assistant	1.00	Campbell	Katie	General Fund
411	SWP Pathway Coordinator (TPC)	1.00	Thorne	Kaitlyn	SWP K-12 Pathway Coordinator
412	Receptionist/Para-Portola	0.70	Alderete	Genell	.4 General Fund; .3 S&C

413	Receptionist-Susanville	1.00	Metz	Clover	General Fund
414	Janitorial-Susanville	0.50	Sackett	Taylor	General Fund
416	Mental Health Therapist-Both	1.00	DO NOT HIRE		
417	Classified Substitute (Bus/Other)	-			
418	Administrative Assistant (Susanville)	1	Roshau	Jennifer	General Fund
419	Work Based Coordinator	1	DO NOT HIRE		SWP AG Grant/ General Fund
420	Certified Wellness Coach-TPC	1	Gisselberg	Jasmine	S&C
421	Certified Wellness Coach-LVS	0.8	Richie-(DISCONTINUE 1/1/27)	Lisa	S&C
422	Food Services/ Paraeducator	0.4	Ausmus	Kim	NSLP/ General Fund
423	Food Service-Susanville	0.5	Sakellariou	Carol	NSLP
424	Bus Driver	0.5	Wemken	Patricia	General Fund
425	Classified Substitute (Bus/Other)		Kegg	Dakodah	General Fund
426	Food Services-Doyle	0.725	Ervin	Iris	NSLP
KEY					
100s	Admin				
200s	Certificated				
300s	Paraeducators				
400s	Other Classified Positons				

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Summer Agreements

SUMMARY:

The following are requested for added duty during the summer:

Name	Assignment Description	Hours
Mandy Nahhas	Janitorial and clerical tasks at TPC	200
Sarah Crumbaker-Froud	California School Dashboard entry & LCAP development	Up to 60
Lori Alexander	Development of pacing guides, math intervention	100
Brie Buckler		100
Sherri Morgan	Development of elective coursework	100
Nicole Gotcher	Operate Expanded Learning Program through 6/30/26	Up to 115
Patricia Wemeken		
Brandy Allingham		Janitorial and clerical tasks at LVS-Portola

Recommended by: Director & Executive Director/Superintendent

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

UPDATED for 6/17/2026:

Remove hours for Brie Buckler

Add: Mary Diggs-Floyd

Development of Science, Tech, Engineering, Art, Math (STEAM) curriculum

Up to 100 hours

EXTREME WEATHER PROTOCOL

1. Purpose & Authority

This protocol is established pursuant to California Education Code Section 33355 to govern student safety during outdoor physical activities (recess, P.E., and non-CIF sports).

2. Environmental Monitoring & Responsibility

The Site Administrator (or designee) will check the following metrics daily to determine appropriate operational adjustments:

- Heat: The National Weather Service HeatRisk tool at www.weather.gov/wrh/heatrisk (Search zip code: 96109).
- Air Quality: The AirNow Fire and Smoke Map at fire.airnow.gov. If the online monitor is offline, the visual Wildfire Smoke Visibility Index (range in miles) will be used.
- Cold & Winter Storms: The National Weather Service forecast at www.weather.gov/rev to track local wind chill temperatures and storm warnings.

3. Real-Time Activity Modifications

All outdoor physical activities must be altered or halted based strictly on the following categories:

Trigger Level	Weather / Environmental Metric	Required Mandatory Action
Level 1 / 2	HeatRisk Green/Yellow/Orange or AQI 0–100 or Wind Chill above 25°F	Normal Activity: Provide extra water in heat. Ensure appropriate winter coats/hats/gloves in cold. Verify students with asthma/medical conditions have immediate access to rescue medications.
Level 3	HeatRisk Red or AQI 101–150 or Wind Chill 25°F or below or Active Light Rain or Snow	Restrict Outdoor Activity: Relocate general recess/P.E. to shade or indoors. Limit outdoor time to a maximum of 15 minutes in winter cold. Reduce vigorous athletic practices to a maximum of 30 minutes per hour with increased breaks. Sensitive individuals must stay indoors.
Level 4	HeatRisk Magenta or AQI 151–200	Move Indoors (Heat/Smoke): Cancel all standard outdoor activities. Move P.E. and recess to cooled indoor spaces. Limit outdoor P.E. to a maximum of

Trigger Level	Weather / Environmental Metric	Required Mandatory Action
		15 minutes of low intensity. Sensitive individuals must stay indoors.
Level 5	AQI 201+ (Very Unhealthy) or Wind Chill below 20°F or Heavy Snow / Ice / Lightning	No Outdoor Activity: Complete cessation of all outdoor physical activity. All recess, P.E., and athletic training must be moved entirely indoors. Scheduled games must be rescheduled or relocated.

4. Emergency School Closure Thresholds

- Unhealthy / Very Unhealthy Smoke: If air quality is judged as Unhealthy or Very Unhealthy, the administration will view the smoke outlook report at fires.airfire.org/outlooks/EasternSierra and call Lassen County Air Quality at (530) 257-1041 to check if closure is recommended.
- Severe Winter Weather / Power Outages: If unplowed roads or extreme icing prevent safe travel, or if a winter power failure drops school building temperatures below safe levels, the campus will close.
- **Winter Weather Delays or Closure — Chain Controls & Road Conditions:** School may be delayed or closed when R2 chain control requirements are in effect on primary routes used by students and staff, or when road conditions are otherwise determined by administration to pose an unsafe travel risk. The site administrator will monitor road condition reports (Caltrans, etc.) and use professional judgment to determine whether a delay or full closure is warranted. Families and staff will be notified through standard school communication channels.
- Reporting Workflow: The site administrator will take a screenshot of the active air, weather, or road condition report and document it with action notes for the Executive Director for final closure approval.

5. Designated Indoor Alternatives

When outdoor spaces are restricted, the following locations will be used for physical activity:

- Gym/Multipurpose Room/Cafeteria
- Alternative Classroom

6. Emergency Medical Protocols

- Exertional Heat Stroke: If a student exhibits severe heat distress or confusion, staff will remove excess clothing and plunge the student into a whole-body ice water tub immediately. Call 911 after cooling has begun.
- Respiratory Distress: If a student experiences breathing distress from smoke, immediately move them to a sealed room with HEPA filtration and assist with their prescribed rescue inhaler.

7. Communication Protocol

The school will use ParentSquare to immediately notify parents/guardians regarding any changes to outdoor activities, athletic event postponements, or emergency school closures.

8. Staff Training

All school staff members will receive mandatory annual training on how to monitor daily conditions, recognize signs of weather-related distress in pupils, and execute the emergency response measures in this protocol.

9. Annual Review

This protocol will be reviewed and evaluated by the school administration on or before July 1st of each year. Updates will be made only if necessitated by changes in state law, local conditions, or stakeholder feedback.

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Extreme Weather Protocols

SUMMARY:

California Education Code Section 33355 (enacted via Senate Bill 1248), requires all Local Educational Agencies (LEAs) to develop, adopt, and implement formal weather protocols for extreme weather conditions by July 1, 2026.

The protocol must formally incorporate the CDE’s standardized guidelines and must explicitly detail the following six core components:

1. Clear Criteria: Specific temperature thresholds or index ratings (such as the CDPH/NWS HeatRisk grid) that trigger the modification or complete cessation of outdoor physical activities.
2. Monitoring Procedures: Clear guidelines on how and when school staff will monitor weather forecasts and alerts to anticipate hazards.
3. Communication Protocols: Formal plans for how you will notify staff, students, and parents/guardians about sudden changes to outdoor activities.
4. Indoor Alternatives: Designated indoor spaces and activities that can be safely conducted when outside conditions are hazardous.
5. Staff Training: Mandatory training for staff on how to recognize signs of weather-related distress (like heat exhaustion or heat stroke) and how to respond.
6. Local Agency Coordination: Procedures to coordinate with local health, emergency, or air quality agencies for timely info.
7. Annual Review: The protocol must be reviewed, evaluated, and updated annually to incorporate new safety practices or stakeholder feedback.

Recommended by: Sherri Morgan, Executive Director/ Superintendent

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

EXTREME WEATHER SAFETY: STAFF TRAINING OUTLINE

I. Core Objective

To train all school personnel to monitor environmental metrics daily, execute mandatory activity modifications, and recognize and respond to physical distress caused by extreme heat, smoke, or winter cold.

II. Daily Monitoring Requirements

- Site Administrator or designee must review local alerts at the start of each shift.
- Heat Tracking: Check www.weather.gov-wrh-heatrisk for the appropriate zip code.
- Air Quality Tracking: Check fire.airnow.gov. If offline, use the visual Wildfire Smoke Visibility Index (range in miles).
- Winter Tracking: Check wind chill factors at www.weather.gov-ev.

III. Symptoms of Distress to Watch For

1. Heat-Related Illness Symptoms

- Minor Distress (Heat Exhaustion): Heavy sweating, cold or pale skin, muscle cramps, dizziness, headache, nausea, and weakness.
- Severe Emergency (Exertional Heat Stroke): Confusion, slurred speech, aggressive behavior or altered mental state, staggering, fainting or loss of consciousness, hot red skin (dry or wet), rapid heart rate, or vomiting.

2. Smoke & Air Quality Distress Symptoms

- Mild Irritation: Coughing, scratchy throat, stinging eyes, or minor runny nose.
- Severe Respiratory Distress: Wheezing, persistent hard coughing, visible chest tightness, shortness of breath, shallow rapid breathing, or blue lips/fingertips.

3. Severe Cold Distress Symptoms

- Mild (Shivering Threshold): Constant shivering, numbness in fingers or toes, or loss of coordination.
- Severe Emergency (Hypothermia/Frostbite): Shivering stops completely, extreme confusion, slurred speech, waxy or white/grey patches on exposed skin, and extreme lethargy.

IV. Real-Time Operational Restrictions (Quick Review)

- Level 1 / 2 (Normal): Standard operations. Extra hydration in summer; heavy coats in winter.

- Level 3 (Restrict): Relocate general activities to shade or indoors. Limit winter exposure to 15 minutes. Cut strenuous sports to 30 minutes per hour. Move sensitive individuals indoors.
- Level 4 (Move Indoors): Cancel outdoor activities. Move P.E. and recess to cooled indoor spaces. Limit P.E. to 15 minutes of low intensity.
- Level 5 (No Outdoor Activity): Zero outdoor physical activity. All recess, P.E., and sports move entirely indoors. Campus closures occur immediately if smoke visibility drops under 1 mile or heating fails.

V. Immediate Emergency Action Plans

1. Heat Stroke Action (Cool First, Transport Second)

- Move the student out of the sun immediately.
- Remove excess layers of clothing and athletic gear.
- Plunge the student into a whole-body ice water tub immediately.
- Call 911 only after cooling has actively begun.

2. Respiratory Distress Action

- Remove the student from the smoke environment to a sealed room with high-efficiency particulate air (HEPA) filtration.
- Assist the student with their documented, prescribed rescue inhaler.
- Keep the student upright and monitor breathing. Call 911 if breathing does not stabilize rapidly.

3. Severe Cold Action

- Move the student into a heated indoor area.
- Remove any wet clothing.
- Wrap the student in warm, dry blankets (do not rub frostbitten skin).
- Call 911 if the student exhibits slurred speech or ceases shivering while still cold.

AIR QUALITY FLAG PROGRAM

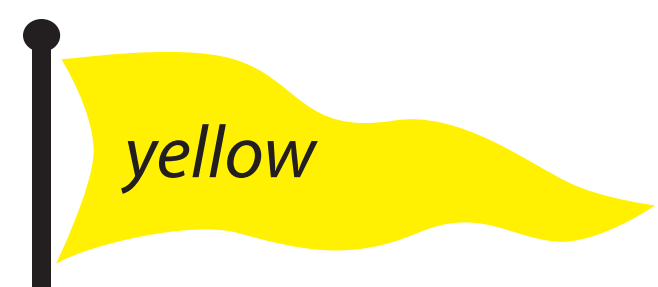
FOR SCHOOLS



Air Quality Colors



It's a great day to be active outside!



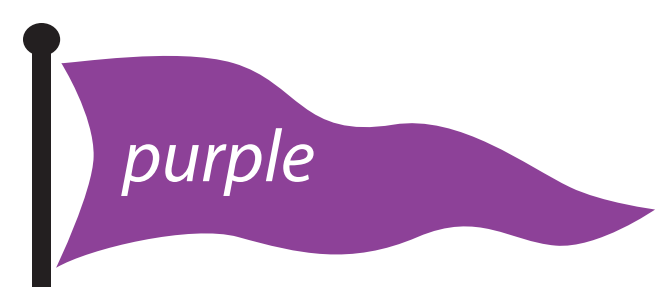
It's a good day to be active outside.



It's OK to go outside and be active for recess or PE class. For longer activities, take it a little easier.



Take it a little easier if you do any outside activities



It's a good day to play inside.

Go for 60!

CDC recommends 60 minutes or more of physical activity each day.

Watch for symptoms!

Coughing or shortness of breath are signs to take it easier. Air pollution can make asthma symptoms worse and trigger attacks.

Take it easier.

Take some breaks. Do less intense activities like walking instead of running when it's an orange or red day.

Plan ahead for ozone.

There is less ozone in the morning, so do intense activities in the morning on ozone air pollution days.

Around Your School...

- Ask bus and carpool drivers to turn off their engines if parked for more than 30 seconds.
- Play or exercise as far as possible from busy roads.
- Check the Air Quality Index daily or download the mobile app at www.airnow.gov.

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action Item G. Certificated Salary Placement for Sherri Morgan

SUMMARY:

Approve placement of Sherri Morgan from an administrative position to a teaching position on Step 22 of the Certificated Salary Schedule, effective July 1, 2026.

The Governing Board previously approved the employee's transition from an administrative assignment to a teaching assignment for the 2026–27 school year.

The employee has served the charter organization in an administrative capacity for approximately 15 years and has more than 30 years of combined certificated teaching and administrative experience. Under current hiring practices, newly hired certificated employees may receive credit for up to 15 years of experience. Employees promoted to a higher-paying salary schedule are generally placed on the equivalent step of the new schedule.

Because the employee's experience exceeds the maximum credit typically available to newly hired employees and because her administrative service does not directly translate to step placement on the certificated salary schedule, administration recommends placement at Step 22, the highest step currently available on the Certificated Salary Schedule. This recommendation recognizes the employee's extensive educational experience, long-standing service to the organization, and continued contribution to students in a classroom role.

Recommended by: El Roper, Asst. Director

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Action Item I. Discontinue Policy 1013

SUMMARY:

It is recommended to discontinue Policy 1013, Employee Education Assistance Policy, due to the expiration of the funding source that supported the program and the absence of an alternative funding source at this time.

Recommended by: Sherri Morgan, Executive Director/ Superintendent

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter



Long Valley Charter School

A Non-Profit Public Benefit Corporation

Employee Education Assistance Policy		
Approved by: LVCS Board of Directors	Adopted: 10/13/2022 Discontinued 6/17/2026	Policy #: 1013

Purpose

Long Valley Charter School (the “School”) is a nonprofit public benefit corporation and operates two individual charter schools: Long Valley School and Thompson Peak Charter School. This policy applies to both schools equally. This policy addresses efforts to support staff in furthering their education in ways that benefit the employee and the School.

Eligibility

This policy applies to full-time employees of Long Valley Charter School who have completed three months of employment. College coursework is limited to courses that either offer growth in an area related to the employee’s position or, in the case of classified staff, leads to a certificated position. The Executive Director/ Superintendent will provide final determination of eligibility of the coursework.

The school offers a maximum of \$1,500 per semester (\$3,000 maximum per year) for tuition, books, and fees at the start of the course; the school prefers to pay the educational institution directly, but will reimburse the employee if needed. In exchange for the assistance, the employee will be asked to sign an agreement for continued service at a rate of ½ of a year for every year of assistance provided. A prorated refund will be required in the event of voluntary resignation. This benefit is offered to eligible employees on a nondiscriminatory basis.

Procedures

To receive educational expense assistance, employees should follow the procedures listed below:

- Prior to the start of any coursework and annually thereafter, the employee must submit a FAFSA to determine if tuition and fee assistance is available through state or federal programs. Evidence of application is required.
- Using the employee education assistance form, submit the request for coursework and fees. It is necessary to provide a registration document/ detailed invoice showing the coursework to be taken and a catalog description of each course.
- In no situation will the School provide financial assistance that exceeds the college invoice.
- Once the course is successfully completed, the employee must provide evidence of a grade of “C” or better, Pass in a Pass/Fail course, or Credit in a Credit/No Credit course. If the student’s grade is below this standard, the School will not provide assistance for another attempt of the course.

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Updated HSA Guidelines

SUMMARY:

Home School Academy guidelines are being refined. Most notably, the amount of materials budget has been reduced from \$1000 to \$500 per student, per year. Specific rules surrounding non-consumable materials and online subscriptions are clarified.

Recommended by: Sherri Morgan, Executive Director/ Superintendent

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter

HOME SCHOOL ACADEMY MATERIALS GUIDELINES

Curriculum and Educational Materials

The primary purpose of Home School Academy funding is to provide curricular materials that support the student's individualized learning plan and academic progress toward California State Standards.

Families have the freedom to select curriculum and educational materials that best support their student's learning needs and educational goals. All curricular materials purchased with school funds must be secular, aligned with California State Standards, and support the student's learning plan developed collaboratively by the family and the partner teacher.

The partner teacher is responsible for reviewing requested curricular materials to ensure they:

- Support the student's learning plan and educational goals;
- Align with California State Standards, as appropriate for the student's grade level and program;
- Meet public school requirements regarding secular content; and
- Represent an appropriate use of public funds.

Annual Budget

Each student is eligible for up to \$500 annually for approved curricular materials.

The annual budget is intended primarily for curricular materials. The following limited exceptions apply:

- Up to \$100 may be used for art supplies that support educational activities.
- Approved online educational subscriptions may be reimbursed as described below.

Funds may not be used for general household items, entertainment products, non-educational materials, or other items that do not directly support the student's educational program.

School Property

Chromebooks may be available to eligible students.

All purchases made with school funds remain the property of the school. Consumable materials may be retained by the student. Nonconsumable materials, equipment, and other reusable items purchased with school funds must be returned at the end of the school year or upon withdrawal from the program. Families may be charged for items that are not returned.

Purchasing Procedures

All curricular materials and supplies will be purchased by the school in accordance with these guidelines. Reimbursements for materials, supplies, or other purchases will not be provided except for approved online subscriptions as described below.

A separate Purchase Request Form should be submitted for each vendor.

Preferred Purchasing Vendors

Items available through preferred vendors should be purchased through those vendors whenever possible.

- Amazon.com
 - A completed Purchase Request Form, and a shared Amazon wish list are required.

- Rainbow Resource
- Staples

Alternate Vendors

Families are encouraged to select materials that support their educational goals and align with California State Standards. If an item is not available through a preferred vendor, additional processing time may be required.

When submitting a Purchase Request Form for an alternate vendor, please include links to the requested items.

Secular Materials

As a public school, the Home School Academy may only purchase secular materials and services. Families should carefully review descriptions and content before submitting requests. Requests for non-secular materials will not be approved.

Online Programs and Subscriptions

Requests for online educational programs and subscriptions must be submitted on a Purchase Request Form and approved by the partner teacher prior to purchase.

Approval will be based on:

- Alignment with the student's learning plan;
- Educational value;
- Compliance with secular content requirements; and
- Available budget.

Approved online subscriptions may be purchased directly by the family and reimbursed by the school upon submission of proof of payment.

Reimbursement will only be provided for subscriptions that received prior written approval. Families are responsible for establishing and managing subscription accounts, including passwords, account settings, and renewal preferences.

The school is not responsible for automatic renewals or charges incurred without prior approval. Renewal of a subscription in a subsequent school year requires a new approval request and is subject to available funding and program guidelines.

Balances and Deadlines

- Purchase requests will not be accepted after March 15.
- Student balances will be adjusted after invoices are paid and shipping or handling costs have been finalized.
- Families should communicate with their partner teacher regarding current account balances and available funds.

The approval of a material, resource, or subscription in one school year does not guarantee approval in future years.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

Long Valley School
 Expenditures for Years Ending June 30, 2025, 2026, 2027
 For Fund 62, Resource 1400 Education Protection Account

Description	Object Codes	2024-25 (Audited)	2025-26 (Projected)	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	46,888.00	43,616.00	44,180.00
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		46,888.00	43,616.00	44,180.00
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	46,888.00	43,616.00	44,180.00
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		46,888.00	43,616.00	44,180.00
BALANCE (Total Available minus Total Expenditures)		0.00	0.00	0.00
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		100.00%	100.00%	100.00%

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

State law requires that our charter school make a specific determination of how Education Protection Account monies are received and spent. These funds may not be expended on administrative costs. Our practice is to expend 100% of all Education Protection Account monies on teacher salaries, to ensure that 100% of spending is instructionally-related and is not spent for administrative uses.

The table on the following page shows the historical and projected revenues and expenditures of Education Protection Account dollars, from the most recent audited fiscal year through the upcoming budget year.

This document shall be approved by the School's Governing Board as part of the approval of the annual budget in June, and a copy of the approved document shall be posted on the School's website.

Below is the actual law relating to this requirement:

Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution:

(6) A community college district, county office of education, school district, or charter school shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs. Each community college district, county office of education, school district, and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent.

EDUCATION PROTECTION ACCOUNT - EXPENDITURE SUMMARY

Thompson Peak Charter
Expenditures for Years Ending June 30, 2025, 2026, 2027
For Fund 09, Resource 1400 Education Protection Account

Description	Object Codes	2024-25 (Audited)	2025-26 (Projected)	2026-27 (Budget)
AMOUNT AVAILABLE FOR THIS FISCAL YEAR				
Adjusted Beginning Fund Balance	9791-9795	0.00	0.00	0.00
Education Protection Account Revenue	8010-8099	32,398.00	34,124.00	33,950.00
Federal Revenue	8100-8299	0.00	0.00	0.00
Other State Revenue	8300-8599	0.00	0.00	0.00
Other Local Revenue	8600-8799	0.00	0.00	0.00
All Other Financing Sources	8900-8999	0.00	0.00	0.00
Deferred Revenue	9650	0.00	0.00	0.00
TOTAL AVAILABLE		32,398.00	34,124.00	33,950.00
EXPENDITURES AND OTHER FINANCING USES				
Certificated Salaries	1000-1999	32,398.00	34,124.00	33,950.00
Classified Salaries	2000-2999	0.00	0.00	0.00
Employee Benefits	3000-3999	0.00	0.00	0.00
Books and Supplies	4000-4999	0.00	0.00	0.00
Subagreements for Services	5100-5199	0.00	0.00	0.00
Other Services & Operating Expenditures	5200-5999	0.00	0.00	0.00
Capital Outlay	6000-6999	0.00	0.00	0.00
Other Outgo	7000-7999	0.00	0.00	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		32,398.00	34,124.00	33,950.00
BALANCE (Total Available minus Total Expenditures)		0.00	0.00	0.00
PORTION OF EPA DOLLARS EXPENDED ON INSTRUCTION (NON-ADMINISTRATIVE)		100.00%	100.00%	100.00%

**LONG VALLEY CHARTER SCHOOL
BOARD RECOMMENDATION FORM**

AGENDA ITEM: Revised Funding Allocation for Grant-Funded Employee Compensation

SUMMARY:

This item represents a revised funding allocation for a grant-supported employee position for Kaitlyn Thorne, Strong Workforce Program Pathway Coordinator. The original budget anticipated the school contributing 20% of the employee's compensation, with the remaining 80% funded through grant resources. Upon further review, we identified an alternative approach that will meet program needs through the assignment of 10 additional duty days rather than increasing the employee's contracted FTE.

This adjustment reduces the school's local contribution while maintaining the services and responsibilities associated with the position. As a result, the school is expected to realize approximately \$9,000 in savings during the 2026–27 fiscal year. No changes to the employee's core assignment are proposed; the revision is limited to the funding structure reflected in the budget.

Recommended by: Sherri Morgan, Executive Director

Approve as Presented Disapprove

This action item concerns:

- Long Valley School
- Thompson Peak Charter



Reach University

Employer Partnership

Memorandum Of Understanding

Local Education Agency: Long valley charter

Date: 6/12/2026 | 9:32 AM PDT

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at reach.edu

1. Parties, Recitals & Purpose

This Memorandum of Understanding (“Agreement”) is entered into on the date listed above between the entity named above (“Local Education Agency”) and Reach University (“Reach University”) (together, the “Parties”) for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency’s workforce needs and provide opportunities for Reach University candidates to complete the job-embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- Primary Employer Partnership Contact: The primary person responsible for communicating between the Local Education Agency and Reach University.
- Candidate: a candidate enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- Partnership Advisory Committee: a system-level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies.
- Program: The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor’s degree.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1. Bachelor of Arts in Liberal Studies (BA-LS) Degree Program

The program description herein reflects Reach University’s program as of the effective date of this Agreement. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Bachelor of Arts in Liberal Studies is a rigorous, job-embedded undergraduate degree program for front-line employees. The program includes interactive class sessions held after work hours, one-on-one advisors, on-site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

Candidates in our programs are required to engage in job–embedded learning for at least 15 hours per week in an academic environment. This job–embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on–site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: Bachelor of Arts in Liberal Studies

Credential Earned: None

Program Duration: 2–4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs.

For full program details, please visit reach.edu/programs.

4. Partnership Responsibilities

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies program.

4.1. Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site–level leads, and a program liaison (“Primary Employer Partnership Contact”).
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign a dedicated Employer Success Lead to serve as the primary point of contact, support onboarding, and act as a liaison for ongoing partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2. Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
 - Are employed by the Local Education Agency in roles supporting job–embedded learning.
 - Hold a high school diploma or equivalent.

- Are U.S. citizens, legal permanent residents, or have valid work authorization.
- Have successfully passed required background checks.
- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
 - Providing a list of eligible prospective candidates and their contact information to Reach University at least once per recruitment cycle, including contact information.
 - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual information sessions presented by Reach University.
 - Hosting informational sessions for prospective candidates.
- Provide an Employment Verification Contact that will verify candidate employment during the admissions process and at the start of each academic year.
- Assign a Candidate Supervisor for candidates.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and information session invitations.
- Align outreach activities with the Local Education Agencies' workforce needs.
- Assist and guide candidates through the application process, and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3. Job-Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job-embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, administrator, or other school-based support staff.
- Notify your employer success contact at Reach University if a candidate's role materially changes and may no longer meet the job-embedded learning requirements.
- Provide site-level support to candidates.
- Participate in periodic Reach University-hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re-established.

4.4. Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here: info.reach.edu/support/family-educational-rights-and-privacy-act-ferpa-acknowledgment.
- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed-upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

5. Terms

5.1. Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: \$1 million general liability, \$1 million personal injury, and \$2 million general aggregate; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate.

5.2. Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Agreement shall automatically renew for successive five (5) year terms unless and until terminated by either party in accordance with the termination provisions set forth in Section 5.3.

The Parties agree to review the terms of this Agreement at least once every five (5) years to assess continued alignment and effectiveness.

5.3. Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.4. Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.5. Indemnification

To the extent allowed by law, the Local Education Agency agrees to indemnify, defend, and hold harmless Reach University from and against any claims by a candidate or other third party that arise from a candidate's employment or activity at the Local Education Agency site.

5.6. Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.7. Force Majeure

Neither party shall be held liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any

term of this Agreement (except for payment obligations) when such failure or delay is caused by acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other cause beyond the reasonable control of the affected party. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to resume performance as soon as practicable.

5.8. Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non-binding mediation conducted by a mutually agreed-upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity.

5.9. Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.10. Severability

If any provision of this Agreement is determined to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

5.11. Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements, whether written or oral, relating to the subject matter herein.

5.12. Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.13. Assignment


Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Local Education Agency	Long valley charter
State	California
Authorized Approver	Stephanie Preston
Title	Asst. Director
Email Address	spreston@longvalleycs.org
Signature	<div style="border: 1px solid black; padding: 2px;"> <small>Signed by:</small>  <small>1B2743DEA0374B9...</small> </div>
Date	6/12/2026 9:32 AM PDT

Reach University

Authorized Representative	Gene Lee
Title	
Email Address	glee@reach.edu
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding **Addendum: Graduate Programs (General)**

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding (“Base Agreement”) between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing–accredited recommending agency. This Addendum sets forth additional terms and responsibilities among Reach University, Alternatives in Action, and the Local Education Agency and shall be effective as of the date of the last signature on this Addendum.

This Addendum outlines additional terms, responsibilities, and partnership commitments related to Reach University’s graduate degree programs. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

Reach University is accredited by the WASC Senior College and University Commission and provides Master level academic courses and candidate support services to enrolled candidates. Alternatives in Action is accredited by the California Commission on Teacher Credentialing (“CCTC”) to offer state–authorized educator preparation (certification) programs in California. Alternatives in Action partners with Reach University to deliver credential pathway programming. Alternatives in Action provides program oversight for Reach University’s credential programming and recommends eligible candidates for the appropriate credentials. If Reach University receives CTC authorization as an independent recommending agency, Reach University may assume the responsibilities described herein as currently fulfilled by Alternatives in Action. **The programs referenced in this Addendum are available exclusively in California.**

A.1. Definitions

- Program(s): All degree programs and the CCTC–authorized educator preparation programs, including California Preliminary Single–Subject and Multiple–Subject Teaching Credential programs (including the Early Completion Option or ECO) and/or Induction (the Clear Teaching Credential program), and the Master of Arts in Teaching program.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate’s work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.
- Primary School Site Contact: Acts as a liaison to the Reach Teachers College Division of Graduate Studies. This representative is required to meet and/or communicate regularly with Reach University to address candidate needs.

A.2. Roles & Responsibilities

This section outlines the commitments of the Local Education Agency, Reach University, and all Parties jointly to ensure the successful implementation of Reach University’s graduate programs and associated credentialing pathways.

A.2.1. Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Designee (Employment Verification Contact) who will verify the employment of candidates enrolled in Reach University programs each term and ensure placements align with credential requirements and provide opportunities to work with the full range of students identified in program standards, including English learners, students with disabilities, and students from diverse cultural, linguistic, and socioeconomic backgrounds.
- Assign a representative to meet and/or communicate regularly with Reach University to address candidate needs and necessary updates, e.g., Intern Preservice (pre-semester preparation course, which starts two months before the starting semester), Intern Subject Matter Competence Requirement, Intern Early Completion Option (ECO), and/or Induction Mentor hours.
- Select placement sites that demonstrate commitment to collaborative, evidence-based practices and continuous improvement; maintain partnerships with educational, social, and community entities that support teaching and learning; place students with disabilities in the Least Restrictive Environment (LRE); and provide robust programs and support for English learners.
- Permit video capture for candidate field supervision, coursework, reflection, and state performance tasks such as the California Teacher Performance Assessment (TPA) and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessments.

Reach University Responsibilities

- Comply and submit reports or other information on matters related to accreditation or program requirements and activities to the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and the Western Association of Schools and Colleges (WASC), as required.
- Establish effective and ongoing communication between the Local Education Agency’s Primary School Site Contact and Reach University to promote this agreement and address candidate needs.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with candidates, Primary School Site Contact, mentors, and program staff in a timely manner regarding program requirements and updates.
- Oversee and recommend candidates for credentials in credentialing pathways.
- Maintain compliance with all CCTC requirements for intern and induction programs.

A.2.2. Candidate Support & Collaboration

Local Education Agency Responsibilities

- Support candidate success by supervising and evaluating candidates using established Local Education Agency processes and performance assessment tools.

Reach University Responsibilities

- Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
- Facilitate program-specific advisory councils to support candidate success and align with Local Education Agency and Reach University expectations.

A.2.3. Program & Data Collaboration

Shared Responsibilities

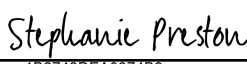
- Convene the committee regularly to gather feedback and insights for enhancing processes and systems within each program, and to contribute to the development and oversight of new programs.
- Collaborate to maintain effective communication with all stakeholders to support candidate success and program quality.

A.3. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Long Valley Charter
Authorized Approver	Stephanie Preston
Signature	Signed by:  1B2743DEA0374B9...
Date	6/12/2026 9:32 AM PDT

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Reach University Local Education Agency Memorandum Of Understanding

Addendum: Intern Teacher Credential and Master of Arts in Teaching Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum (“Base Agreement”) between Reach University and the Local Education Agency.

This Addendum outlines additional terms, responsibilities (among Reach University and the Local Education Agency), and program details specific to the Teacher Intern credentialing pathway. All credential recommendations are made by Reach University, a CCTC–accredited recommending agency. Reach University also provides the Master of Arts in Teaching degree pathway. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

A.1. Program Overview & Definitions

The program description herein reflects Reach University’s program as of the effective date of this Addendum. For the most up–to–date version, please see reach.edu and info.reach.edu.

The Teacher Intern Program allows candidates to earn their Master of Arts in Teaching degree while participating in a credentialing pathway. Reach University supports candidates’ academic progress and oversees all credentialing processes and recommendations. An Early Completion Option (ECO) is offered to qualified Intern candidates; however, ECO candidates are not eligible for the Master of Arts in Teaching program, as they do not complete coursework for credit.

A.1.1. Definitions

- Intern Program: An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- Intern Credential: A temporary teaching license that allows eligible candidates to work as teachers of record in California public schools while completing the requirements for a Preliminary credential through an approved university program. It authorizes the holder to perform the full duties of the preliminary credential they are pursuing, with required support and supervision from both the university and the employing district. This credential is valid for a two–year term.
- Preservice: Candidates must complete Preservice in order to be eligible for an Intern Credential. At Reach University, Preservice is a three–unit (135–hour) graduate–level course. Once granted, Intern Credentials may be backdated by ninety (90) calendar days (current CTC policy). Preservice for Single–Subject and Multiple–Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject–specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- Fieldwork: Employment as a teacher of record, where fieldwork, practice, support, supervision, and application of coursework to teaching take place. The Local Education

Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- ECO: The Early Completion Option (ECO) is intended to provide candidates who have requisite skills and knowledge an opportunity to challenge the coursework portion of a Single-Subject or Multiple-Subject Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the candidate. **The ILP is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.**
- Professional Development Plan: The Professional Development Plan (PDP) is an individualized plan created when a candidate begins serving on an Intern Credential. The PDP outlines any credential requirements the intern still needs to complete and provides a clear timeline for meeting them. Developed collaboratively by the program, the employing district, and the intern, the PDP identifies remaining coursework, assessments, and authorization requirements, as well as the support and supervision the intern will receive while serving as teacher of record. The PDP is used throughout the intern program to guide the intern's progress toward earning the Preliminary Credential. Additional information is provided in the document available at: docs.google.com/document/d/1RqLu9R85vWoMavPBaZPO-bILMbmBDTfGPhMRg9TCf8o/copy.

A.1.2. Intern Teacher Credential & Master Of Arts In Teaching Program

Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and a Master of Arts in Teaching degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, Intern candidates attend synchronous classes and engage in approximately ten (10) hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least five (5) hours of supervision with an District Employed Supervisor each week, and engage in twelve (12) one-on-one coaching cycles with a Reach University-provided field supervisor per academic year. They also complete two cycles of the CalTPA, the state teaching performance assessment.

Participation in the Intern and Master of Arts in Teaching Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Local Education Agencies are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

Degree Earned: Master of Arts in Teaching

Credential Earned: California Intern Teaching Credential and California Preliminary Single-Subject or Multiple-Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

Program Duration: Two years. Accepts up to 9 transfer credits.

Program Eligibility: The Intern Teacher Credential Program leads to a California Preliminary Single-Subject or Multiple-Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admission requirements can be found at reach.edu.

To be recommended for an Intern Credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the Intern Credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre-service preparation established by the CCTC (the Reach Preservice Course taken in the term *before* the starting semester does meet this requirement).
- Have a qualified District Employed Supervisor identified who meets the CCTC criteria for mentor eligibility.

Reach University reserves the right to determine admissions and continued enrollment. Once admitted, all two-year pathway candidates are eligible for Reach University’s concurrent Master of Arts in Teaching Program.

Program Components:

- As candidates enroll in Reach University’s teacher intern program, they will begin by completing preservice. Candidates must complete Preservice in order to be eligible for an Intern Credential. Preservice is a three-unit (135-hour) graduate-level course that must cover general pedagogy—such as classroom management and planning, reading/language arts, subject-specific pedagogy, human development—as well as specific content on teaching English Learners, in accordance with California Code of Regulations §80033.
- Fieldwork is a required component of the Intern program. The Local Education Agency must ensure that candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate’s teaching position and intern programming go

hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- Field Supervisor: a Reach contract employee that is responsible for coaching candidates by conducting six observation cycles per semester, for a total of twelve observations per year. Field Supervisors support candidates to integrate coursework to their teaching praxis, to pass the CalTPA, and to apply an inquiry lens to their practice as they pursue equitable outcomes for all students. Field Supervisors engage in professional development in a Field Supervisor Community of Practice.
- District Employed Supervisor: Intern candidates must be assigned a District Employed Supervisor. A District Employed Supervisor must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The District Employed Supervisor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and a District Employed Supervisor must be a collaborative process between the Local Education Agency and the Program. The Program provides District Employed Supervisors with a minimum of two hours of initial orientation to the program. Additionally, District Employed Supervisors are required to complete or have completed at least eight hours of formal training in coaching adult learners, which includes mentoring/coaching, co-teaching, subject-specific pedagogy, and inclusive practices. The Program ensures that District Employed Supervisors remain current in the knowledge and skills for candidate supervision and program expectations. District Employed Supervisors must also provide opportunities for candidates to be observed and receive feedback, co-observe and debrief, co-plan lessons, and review student data around structured literacy, diagnostic and intervention techniques, oral and written language, and provide support for students with dyslexia per the California Dyslexia Guidelines. At a minimum, the District Employed Supervisor provides their Intern an average of five hours of support and guidance per week. Finally, District Employed Supervisors are evaluated annually through candidate surveys and supervisor self-assessments, which are reviewed by the Associate Dean of the Intern Program to inform continued professional growth.
- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing Local Education Agencies shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the District Employed Supervisor and the field supervisor.
- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by employer support. Passing the CalTPA is required in order for a candidate to be recommended for a Preliminary Teaching Credential.
- Coursework: Key elements are aligned with California TPEs and Reach University's PLOs. The Program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the Program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments. Reach University

will provide all CCTC–required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program, ensure Intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral), and work with students needing intervention when available.

- Master of Arts in Teaching candidates in the two–year Intern Program pathway take two additional elective courses to obtain a master's degree.

Intern Authorization & Service Alignment

By recommending an Intern candidate for the Intern Credential, Reach University authorizes candidates in an internship program to perform the functions permitted under a regular standard credential, pursuant to Education Code §44454. Reach University affirms that interns’ services will meet the instructional or service needs of the participating district(s), in accordance with Education Code §44458.

Non–Displacement of Certificated Staff

Reach University and the Local Education Agency certify that interns candidate serving under the Intern Credential Program do not displace any certificated employees within participating Local Education Agency, pursuant to Education Code §44225.7.

A.2. Roles & Responsibilities

This section defines the commitments of the Local Education Agency and Reach University to support successful implementation of the Teacher Intern Program.

A.2.1. Program Access & Support

Local Education Agency Responsibilities

- Identify an Employment Verification Contact responsible for verifying candidate employment each term and liaising with Reach University.
- Assign a Primary School Site Contact to meet regularly with Reach University staff to address candidate needs and stay current on program processes and materials.
- Assign a School Site Leader who has mentors and/or candidates on staff, and who should be informed about program processes and materials, and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
- Assign a qualified District Employed Supervisor (i.e., peer coach, mentor, or other designated individual) to the candidate within thirty (30) days of the intern’s enrollment in the Program, and prior to the intern teacher assuming daily teaching responsibilities.
- **Inform candidates of the requirements to earn an Intern Credential:**
 - **All admissions requirements completed**, including Certificate of Clearance, Basic Skills Requirement, Subject Matter Competency Requirement, demonstration of knowledge of US Constitution, official transcripts verifying completion of a Bachelor’s degree from a regionally accredited IHE, Resume, Offer of Employment

for a qualifying teaching position, Resume, Prior Field Experience Form completed, and a current MOU on file with the employing agency.

- **Preservice completion:** A preparation course (135 hours) in the term *before* the starting semester. Preservice must be passed to be eligible for an Intern Credential as well as to continue in the Intern Program (e.g., for a Fall enrollee, the Preservice course is offered in the summer term). Preservice covers general pedagogy, including classroom management and planning, subject-specific pedagogy, and specific content regarding the teaching of English Learners pursuant to the California Code of Regulations.
- **District Employed Supervisor assigned** by the CTC-mandated deadline.
- Ensure and verify that all Intern candidates are placed in classrooms designed to provide the most comprehensive clinical practice experiences possible, particularly in literacy instruction for all students. Placements must provide:
 - Opportunities to work with other education professionals and veteran practitioners serving students at risk for or with dyslexia or literacy-related disabilities.
 - Sites where candidates can practice screening and diagnostic techniques, implement early intervention strategies, and develop oral and written literacy skills aligned with state Literacy Standards.
 - Ample opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross-cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
- Ensure any Intern candidate assigned to a Transitional Kindergarten (TK) classroom meets at least one of the following criteria:
 - Possesses 24 units in early childhood education/child development.
 - Holds professional experience equivalent to 24 units.
 - Holds a child development teacher permit issued by the CTC.
- Permit video capture for field supervision, coursework, and state performance tasks (e.g., CalTPA) and maintain a recording policy to accommodate credentialing requirements.
- Professional Development Plan (PDP): The Local Education Agency acknowledges that each Intern candidate shall have an individualized Professional Development Plan (PDP), developed collaboratively by the program sponsor, the Local Education Agency, and the intern at the start of the assignment. The PDP shall document remaining credential requirements, timelines for completion, and the support and supervision to be provided while the intern serves as teacher of record. The Local Education Agency will regularly review and update the PDP in collaboration with the candidate.

Reach University Responsibilities

- Provide academic programming and support aligned with the Master of Arts in Teaching degree.

- Assign a Reach–contracted Field Supervisor to the Intern candidate. For each candidate they coach, Field Supervisors conduct six observation cycles per semester, for a total of twelve (12) observations per year.
- Establish effective communication with the Primary Employer Partnership Contact to promote this Agreement.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Verify that Intern candidates have completed all program and credential requirements.

A.2.2. Candidate Supervision & Evaluation

Shared Responsibilities

- Collaboratively supervise candidates through a team consisting of the Field Supervisor, District Employed Supervisor, School Site Leader, and Reach University faculty.
- Ensure all program supervision meets the CCTC–required 144 hours annually, including 45 hours specific to teaching English learners, provided through a combination of District Employed Supervisor and Reach University Field Supervisor.
- Conduct formal observations that include feedback, formative/summative assessment analysis, and candidate performance data review.

A.2.3. Program & Data Collaboration

Shared Responsibilities

- Establish a Partnership Advisory Committee with superintendents/designees from partnering Local Education Agencies and Reach University.
- Convene the committee regularly to provide leadership, gather feedback, and support continuous program improvement.


A.3. Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum, and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Long valley Charter
Authorized Approver	Stephanie Preston

Signature	Signed by:  <small>1B2743DEA0374B9...</small>
Date	6/12/2026 9:32 AM PDT

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Teacher Induction Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum (“Base Agreement”) between Reach University and the Local Education Agency.

This Addendum outlines additional terms, responsibilities (between Reach University and the Local Education Agency), and program details specific to the Teacher Induction Program. All provisions of the Base Agreement and Graduate Programs Addendum remain in full force and effect unless expressly modified by this Addendum.

A.1. Program Overview

The program description herein reflects Reach University’s program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Induction Program is a two-year job-embedded individualized induction program focused on assisting new teachers in transitioning into the profession and obtaining their California Clear Credential. The program is focused on extensive support and mentoring to new teachers through individualized learning plans, inquiry cycles, and collaborative mentorship circles.

Induction candidates are teachers who have attained their Preliminary Teaching Credential and are seeking to attain their Clear Teaching Credential. Teacher Induction Program provides job-embedded support and professional learning for induction candidates to obtain a Clear California Single-Subject or Multiple-Subject credential or Education Specialist Credential. The Teacher Induction Program supports candidate development and growth in the teaching profession by building on the knowledge and skills they have gained during their preliminary preparation program through a robust mentoring system. Mentoring support includes both “just in time” and long-term analysis of their teaching practice to support candidates in developing enduring professional skills through cycles of inquiry. The Teacher Induction Program serves to strengthen teachers' professional practice and contribute to their retention in the profession. Reach University will provide the California Standards for the Teaching Profession (CSTPs) for the Induction candidates.

Credential Earned: California Clear Teaching or Education Specialist Credential.

Program Duration: Two years. Transferred credits are not accepted.

Program Eligibility: To be recommended for a Clear Credential, candidates must: (a) meet with a TIP Mentor for a minimum of thirty (30) hours per year and provide documentation, (b) complete an Individualized Learning Plan (ILP), including a CSTP co-assessment (between the candidate and TIP Mentor) and a triad meeting (a candidate, their TIP Mentor, and the School Site Leader) within the first sixty (60) days of enrollment, (c) successfully complete Cycles of Inquiry in collaboration with a TIP Mentor, and (d) satisfy all renewal requirements placed on their California Preliminary Teaching or Education Specialist Credential by the CCTC.

Key Program Components – Mentorship and Fieldwork:

The Teacher Induction Program requires each candidate to be assigned a qualified mentor who provides guidance and expectations for the mentoring experience. All TIP Mentors for Induction candidates are hired and managed by Reach University. They will have their employment verified during the enrollment process and must meet all TIP Mentor requirements established by the CCTC. Qualifications for mentors will include, but are not limited to:

- Knowledge of the context and the content area of the candidate’s teaching assignment.
- Demonstrated commitment to professional learning and collaboration.
- A Clear California Teaching Credential.
- Meet candidates’ needs for support.
- Have a minimum of three (3) years of effective teaching experience.

TIP Mentors are expected to support candidates in the Program to the best of their abilities through various means, including but not limited to:

- Provide "just in time" support for candidates, in accordance with their ILP, in addition to providing support for the candidates in their cycles of inquiry.
- Support candidate progress towards mastery of the California Standards for the Teaching Profession.
- Facilitate candidate growth and development through modeling, guiding reflection on practice, and feedback on classroom instruction.
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP.
- Periodically review the ILP with candidates and make adjustments as needed.

The Program will provide ongoing training and support for TIP Mentors that includes, but is not limited to:

- Coaching and mentoring.
- Goal setting.
- Use of appropriate mentoring instruments.
- Best practices in adult learning.
- Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning networks.
- Processes designed to support candidates’ growth and effectiveness.

The Institution conducts ongoing evaluation of mentor performance through structured observations of coaching sessions, review of candidate feedback, documentation checks, and annual mentor performance reviews. Expectations for mentor duties including frequency and duration of coaching, support with ILP goal-setting and evidence collection, and documentation

requirements, are outlined in the Mentor Handbook and reviewed during training. The Institution ensures that each candidate receives a minimum of thirty (30) hours of coaching support per year (as required by CTC), and confirms completion of these hours through tracking logs and periodic audits. The Local Education Agency acknowledges that these coaching and evaluation processes are the sole responsibility of the Institution.

Fieldwork Provisions and Guidelines: For Induction candidates, teaching assignments must include at least one (1) class in the teacher’s designated credential area (i.e., a single-subject science credentialed teacher must teach at least one (1) science class). Candidates must be allowed to work with a group of students on an ongoing basis, including opportunities to plan, execute instruction, and analyze the resultant data representing student learning.

→ Please note that the completion of mentor hours is a CCTC requirement with a minimum of thirty (30) hours per year of the two-year program.

Program Completion Requirements:

Induction candidates must complete all program requirements (see bulleted list below) prior to recommendation for a California Clear Teaching Credential. Lack of progress in the program may require the candidate to repeat a portion of the year or the full year of induction.

If a candidate is not responsive to program communications regarding the timely completion of the induction experience, the Institution reserves the right to terminate the candidate’s enrollment and participation. The candidate’s school site will also be notified of the action taken. The candidate and/or employing Local Education Agency are responsible for all fees incurred during the academic year of participation.

Note: It is the candidate’s responsibility to check their credential on the CCTC website for any potential renewal requirements. Candidates will not be recommended for a California Clear Teaching Credential until all renewal requirements have been met, even if all program requirements listed below have been met.

Regular Track –2 Year Program:

- Document candidate and TIP Mentor meetings totaling a minimum of thirty (30) hours per year (sixty (60) hours total to complete the program) in CRAFT using the provided log, updated weekly.
- Candidates will be observed by their TIP Mentor a minimum of four (4) times per year and observe a veteran teacher during each Inquiry cycle.
- Completion of an Individualized Learning Plan (ILP) each year, which includes:
 - CSTP Co-Assessment & triad meeting.
 - Context and Culture for Learning (Recommended for all candidates, but only required for Year 1 and ECO Candidates).
 - Successful completion of three (3) Inquiry for Equity Action Research cycles over the course of two (2) years.

Early Completion Option (ECO):

- Document a minimum of thirty (30) hours per year of candidate and TIP Mentor meetings in the provided log on a weekly basis.
- Candidates will be observed by their TIP Mentor a minimum of five (5) times during the year and observe a veteran teacher during each Inquiry cycle.
- Completion of an Individualized Learning Plan (ILP), which includes:
 - CSTP Co-Assessment & triad meeting.
 - Context and Culture for Learning.
 - Successful completion of two (2) Inquiry for Equity Action Research Cycles.

Note: The Individualized Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Note: Candidates will be recommended for their Clear Teaching/Education Specialist Credentials when fees have been paid in full, and any additional renewal requirements on the Preliminary Credential have been met.

A.2. Roles & Responsibilities

This section defines the commitments of the Local Education Agency and Reach University to support successful implementation of the Teacher Induction Program.

Local Education Agency Responsibilities

The Local Education Agency, as the employer for candidate enrolled in the Induction program, agrees to provide:

- Appropriate teaching assignment aligned with the candidate’s credential and growth goals.
- Access to site resources, including curriculum guides, pacing plans, assessment systems, and learning management tools.
- Orientation to site policies and procedures, including safety plans, student support services, and instructional expectations.
- Access to site leadership, such as regular check-ins with the principal or assistant principal to support goal-setting, ILP alignment, and contextual understanding of student needs.
- Collaboration structures, such as grade-level team meetings, PLCs, IEP meetings, and department meetings that allow the candidate to participate in shared decision-making.
- Support for classroom observations, including release time (if applicable) for the candidate to observe veteran teachers or instructional specialists.
- Professional learning opportunities offered by the Local Education Agency, such as workshops, in-services, MTSS training, or equity-focused Professional development.
- Access to student data systems (CALPADS, SIS platforms, progress monitoring tools)

needed to develop and monitor ILP goals.

- Supportive school culture, including encouragement to use coaching, reflective practices, and induction resources without evaluative pressure.

Reach University Responsibilities

Reach University, as the California Commission on Teacher Credentialing (CCTC)-approved Induction program sponsor and credential recommending body, agrees to:

- Maintain CCTC accreditation in good standing and ensure the Teacher Induction Program remains compliant with all applicable standards, guidelines, and reporting requirements.
- Recommend eligible candidates for the California Clear Credential upon successful completion of all Teacher Induction Program requirements.
- Ensure the overall design, implementation, and continuous improvement of the Teacher Induction Program, including oversight of curriculum, mentoring systems, and candidate assessment practices.
- Monitor and verify each candidate’s completion of program requirements, including documented mentor hours, Individualized Learning Plan (ILP) components, and cycles of inquiry.
- Ensure that all data collection and reporting to the CCTC reflects accurate records of candidate participation, progress, and program completion.
- Provide guidance and technical assistance to Reach University staff and Local Education Agencies regarding credentialing requirements and program compliance.
- Maintain secure records for all Teacher Induction Program candidates and ensure confidentiality in accordance with state and federal regulations.
- Respond to CCTC audits, inquiries, or data requests as required, and communicate relevant findings or updates to the Local Education Agency as needed.

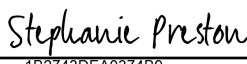
A.3. Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Long Valley Charter
------------------------	---------------------

Authorized Approver	Stephanie Preston
Signature	<small>Signed by:</small>  <small>1B2743DEA0374B9...</small>
Date	6/12/2026 9:32 AM PDT

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	Executive Director
Signature	
Date	

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Tuition & Billing

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding (“Base Agreement”) between Reach University and the Local Education Agency, and shall be effective as of the date of the last signature on this Addendum. This Addendum outlines additional terms and responsibilities regarding tuition contributions and billing for Reach University candidates. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

A.1. Local Education Agency Responsibilities

- Notify Reach University at least thirty (30) days prior to the start of each academic term if the Local Education Agency intends to cover full or partial tuition for any candidates.
- Confirm the list of candidates for whom the Local Education Agency will be invoiced, including verification of employment and employer recommendation to ensure billing accuracy.
- Provide accurate billing contact information to Reach University and promptly communicate any updates.
- Process invoices in a timely manner according to the agreed-upon tuition support arrangement.
- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate’s primary responsibility unless the Local Education Agency chooses to provide support.

A.2. Billing Terms

- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate’s primary responsibility unless the Local Education Agency chooses to provide support.
- If the Local Education Agency agrees to pay Reach University for tuition and fees associated with candidates enrolled in Reach University programs, Reach University will invoice the Local Education Agency once per academic term, typically in September and February.
- Payment Terms: The Local Education Agency shall remit full payment within thirty (30) calendar days of the invoice date, unless otherwise agreed to in writing. Payments shall be made via electronic funds transfer or another approved method as specified on the invoice.
- Nonpayment Clause: Reach University reserves the right to suspend candidate participation in Reach University programs for Local Education Agencies’ failure to meet their financial obligations.

A.3. Tuition Support Confirmation

The Local Education Agency shall confirm the following details regarding tuition contribution:


Accounts Payable Contact Name	
Accounts Payable Contact Title	
Accounts Payable Email Address	
Is the Local Education Agency contributing to tuition for any candidates?	<input type="checkbox"/> Yes , the Local Education Agency will contribute toward tuition. <input checked="" type="checkbox"/> No , the Local Education Agency will not contribute toward tuition at this time.
If you selected "yes," please complete the following section.	
Program (check all that apply)	<input type="checkbox"/> Bachelor of Arts in Liberal Studies Degree Program <input type="checkbox"/> Bachelor of Arts in Global Education (Educator Preparation Program Pathway for Arkansas and Louisiana) <i>Graduate Programs only offered in California:</i> <input type="checkbox"/> Intern Teacher Credential / Master of Arts in Teaching (M.A.T.) Program <input type="checkbox"/> Teacher Induction Program
Tuition Support Level	<input type="checkbox"/> 100% of candidate contribution <input type="checkbox"/> Other: _____

A.4. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Long Valley Charter
Authorized Approver	Stephanie Preston
Signature	<p>Signed by:</p>  <p>1B2743DEA0374B9...</p>
Date	6/12/2026 9:32 AM PDT

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Partnership Onboarding & Implementation

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding (“Base Agreement”) between Reach University and the Local Education Agency. It shall be effective as of the date of the last signature on this Addendum. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

This Addendum outlines partnership goals, recruitment coordination, and key contact information necessary to successfully launch and support Reach University candidates.

A.1. Partnership Goals

To ensure alignment and shared success, the Local Education Agency agrees to identify the primary goal(s) of this partnership (check all that apply):

- Grow and retain teachers from within
- Provide an affordable bachelor’s degree pathway for staff
- Support paraprofessionals/classified staff in becoming certified teachers
- Fill high-need subject or grade-level vacancies
- Support intern teacher placement and credentialing (CA only)
- Other: _____

Additional notes regarding partnership goals (optional):

A.2. Partnership Contacts & Roles

To support effective communication and successful implementation of this partnership, the Local Education Agency agrees to designate the following points of contact:

Primary Partnership Contact	Name	Stephanie Preston
	Title	Asst. Director
	Email	spreston@longvalleycs.org

Employment Verification Contact	Name	E1 Roper
	Title	HR Manager
	Email	eroper@longvalleycs.org

Accounts Payable Contact	Name	E1 Roper
	Title	HR Manager
	Email	eroper@longvalleycs.org

BAGE Primary Clinical Year Contact (Arkansas & Louisiana only)	Name	
	Title	
	Email	

A.3. Recruitment Resources

To support candidate recruitment and enrollment, Reach University will collaborate with the Local Education Agency on outreach and information sharing.

Preferred Resources (check all that apply):

- Local Education Agency-hosted virtual information session
- In-person information session
- Staff meeting presentation
- Student or community job fair event
- Email communication to eligible staff
- Customized recruitment materials
- Other:


A.4. Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base

Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Local Education Agency

Local Education Agency	Long valley charter
Authorized Approver	Stephanie Preston
Signature	Signed by:  1B2743DEA0374B9...
Date	6/12/2026 9:32 AM PDT

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	