



Pacific Charter Institute

Board of Directors

John Brennan

Rex Fortune, Ph.D.

Beth Kay

Judy Miller

Joshua Modlin

Jean-Paul Prentice

Regular Meeting of the Board of Directors Thursday, December 9, 2021

9:30 a.m.

1401 El Camino Avenue, Suite 510, Sacramento, CA 95815

Notice of the Means by Which Members of the Public May Observe the Meeting and Offer Public Comment, Pursuant to Government Code section 54953

To view the PCI Board Meeting by computer, tablet, or smart phone, go to:

<https://zoom.us/j/97076546765>

To listen by phone: Primary Number: (669) 900-6833 Secondary Number: (346) 248-7799

Enter the Meeting ID: 97076546765#

Webinar ID: 970 7654 6765

Public Comments:

Public comments may be made via the Zoom Q&A Tool. Once the meeting has started, click the Q&A button at the bottom of the Zoom window. When the Q&A window appears, enter your name and the agenda item you wish to address in the input box, then choose "Send." Be prepared to speak when prompted by name during the public comments portion of the meeting. Public Comments will be received until the public comment period has elapsed. Comments are limited to a maximum of two (2) minutes per speaker per agenda item, and individuals are limited to a single comment per agenda item. Members of the public who wish to comment in person will need to fill out a speaker's card and submit to the board president prior to the start of the Public Comments agenda item. You may contact leanna.comer@pacificcharters.org prior to the meeting if you have questions about this process.

AGENDA

1. Call to Order & Roll Call

2. Adoption of Agenda

3. Hearing of Parties Desiring to Address the Board and/or Present Petition

Anyone may address the board regarding any item that is within the board's subject matter jurisdiction. At this point on the agenda, opportunity is provided for any individual or representative of a group to make statements to the board regarding an item(s) not listed on the agenda. The board, by law, may not take action on an item introduced during this portion of the agenda.



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4. Consent Agenda Items-All matters listed under Consent Agenda Items are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the PCI Board, audience or staff request specific items to be removed from the Consent Agenda Items for separate discussion and action. Any agenda items removed will be voted upon following the motion to approve the Consent Agenda Items

1. Approve September 9, 2021 Regular Meeting Minutes
2. Approve October 4, 2021 Special Meeting Minutes

5. Public Hearing

1. Update on PCI Goals- Mr. Scott Stack, Director, Ms. Leslie Leedy, Director, Mr. John Mittan, Director
2. Update on Expanded Learning Opportunities Grant, Ms. Heather Marshall, Director
3. Annual Update to the 2021-2022 LCAP and Budget Overview for parents- Heritage Peak Charter School – Dr. Paul Keefer, Executive Director
4. Annual Update to the 2021-2022 LCAP and Budget Overview for parents- Rio Valley Charter School - Dr. Paul Keefer, Executive Director
5. Annual Update to the 2021-2022 LCAP and Budget Overview for parents- Valley View Charter School - Dr. Paul Keefer, Executive Director
6. Annual Update to the 2021-2022 LCAP and Budget Overview for parents- Sutter Peak Charter Academy - Dr. Paul Keefer, Executive Director
7. Educator Effectiveness Grant- Dr. Paul Keefer, Executive Director

6. Business Items

1. Audit Report 2020-2021- Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy – James Marta and Associate
2. First Interim Report 2021-2022- Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, and Sutter Peak Charter Academy– Mr. Larry Pastore, Corporate Accountant and Ms. Danielle Franco-Matteoli, Business Manager
3. Educator Effectiveness Grant- Dr. Paul Keefer, Executive Director
4. New PCI Board of Directors Appointment- Alpana Carey
5. New PCI Board of Directors Appointment- Martha Melendez-Quadros

7. Reports/Communications

1. PCI Organizational Update- Dr. Paul Keefer, Executive Director

8. Recognition

1. Beth Kay, PCI Board Member, service ending December 31, 2021

9. Future Meetings: March 10, 2022



Pacific Charter Institute

10. Adjournment



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Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #4 Consent Agenda Items 4.1-4.2

Background:

REQUIRES SINGULAR ROLL CALL VOTE

All matters listed under the Consent Agenda Items are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the Board of Trustees, audience, or staff request specific items to be removed from the Consent Agenda Items for separate discussion and action. Any agenda items removed will be voted upon following the motion to approve the Consent Agenda Items.

1. Approve September 9, 2021 Regular Meeting Minutes
2. Approve October 4, 2021 Special Meeting Minutes

RECOMMENDED ACTION:

Board of Directors approve the Consent Agenda Items.



Board of Directors

John Brennan Rex Fortune, Ph.D. Beth Kay Judy Miller
Joshua Modlin Jean-Paul Prentice

MINUTES

Regular Meeting of the Board of Directors

Thursday, September 9, 2021 at 9:30 a.m.

Location: 1401 El Camino Ave #510, Sacramento, CA 95815
<https://zoom.us/j/97076546765>

1. **Call to Order & Roll Call:** President Fortune called the meeting to order at 9:30 a.m. and a quorum was established
Directors Present: Brennan, Kay, Modlin, Prentice, Fortune
Directors Absent: Miller

2. **Adoption of Agenda: APPROVED as amended- pulling 5.3 and 5.4 until next meeting**
Motion: Prentice
Second: Brennan
Vote: By a 5-0 vote, the members Approved
Ayes: Brennan, Kay, Modlin, Prentice, Fortune
No: None

3. **Public Comments: None**

4. **Consent Agenda Items-APPROVED**
 1. Approve June 10, 2021 Regular Meeting Minutes
 2. Approve June 14, 2021 Regular Meeting Minutes
 3. Approve August 3, 2021 Special Meeting Minutes**Motion:** Brennan
Second: Kay
Vote: By a 5-0 vote, the members Approved
Ayes: Brennan, Kay, Modlin, Prentice, Fortune
No: None



5. Business Items

1. 2020/21 Unaudited Actuals Report for PCI- APPROVED

Motion: Prentice

Second: Kay

Vote: By a 5-0 vote, the members Approved

Ayes: Brennan, Kay, Modlin, Prentice, Fortune

No: None

2. 2021-2022 Comprehensive Safety Plan- Revision- APPROVED

Motion: Brennan

Second: Prentice

Vote: By a 5-0 vote, the members Approved

Ayes: Brennan, Kay, Modlin, Prentice, Fortune

No: None

6. Reports/Communications

1. 2021-2022 Reopening Update – The PCI School Directors discussed the increase in students attending on-site classes, increased tutoring sessions and gave a state testing update.
2. New Pacific School Update – Dr. Paul Keefer discussed the needs in the community and specifically in the Folsom- Cordova school district.
3. New Board Member Onboarding Discussion – The board discussed board members visiting the PCI resource centers during the school year.

7. Future Meetings: December 9, 2021

8. Adjournment: 10:30am

Motion: Brennan

Second: Prentice

Vote: By a 5-0 vote, the members Approved

Ayes: Brennan, Kay, Modlin, Prentice, Fortune

No: None



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Board of Directors

John Brennan Rex Fortune, Ph.D. Beth Kay Judy Miller
Joshua Modlin Jean-Paul Prentice

MINUTES

Special Meeting of the Board of Directors

Monday, October 4, 2021 at 9:30 a.m.

Location: <https://zoom.us/j/97076546765>

AGENDA

1. **Call to Order & Roll Call:** President Fortune called the meeting to order at 9:31 a.m. and a quorum was established
Directors Present: Brennan, Kay, Miller, Modlin, Prentice, Fortune
Directors Absent:

2. **Adoption of Agenda: APPROVED**
Motion: Prentice
Second: Miller
Vote: By a 6-0 vote, the members Approved
Ayes: Brennan, Kay, Miller, Modlin, Prentice, Fortune
No: None

3. **Public Comments: None**

4. **Business Items**
 1. ESSER III Plan- Heritage Peak Charter- **APPROVED**
Motion: Miller
Second: Modlin
Vote: By a 6-0 vote, the members Approved
Ayes: Brennan, Kay, Miller, Modlin, Prentice, Fortune
No: None

2. ESSER III Plan- Rio Valley Charter- **APPROVED**
Motion: Prentice
Second: Brennan
Vote: By a 6-0 vote, the members Approved
Ayes: Brennan, Kay, Miller, Modlin, Prentice, Fortune
No: None

5. **Future Meetings:** December 9, 2021

6. **Adjournment: 10:02 am**

Motion: Miller

Second: Kay

Vote: By a 6-0 vote, the members Approved

Ayes: Brennan, Kay, Miller, Modlin, Prentice, Fortune

No: None



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BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #5/1-Update on PCI Goals

Background:

Mr. Scott Stack, Director, Ms. Leslie Leedy, Director, Mr. John Mittan, Director, and Ms. Heather Marshall, Director, will present this item.

Applicable presentations will be available at the meeting.

RECOMMENDED ACTION:

Information only, no action required.



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BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #5/2-Update on Expanded Learning Opportunities Grant

Background:

Ms. Heather Marshall, Director, will present this item.

Applicable presentations will be available at the meeting.

RECOMMENDED ACTION:

Information only, no action required.



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BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #5/3-Annual Update to the 2021-2022 LCAP and Budget
Overview for parents: Heritage Peak Charter School

Background:

Mr. Scott Stack, Director, will present this item.

Senate Bill 98 (2020) and Assembly Bill 130 (2021) amended California Education Code (EC) sections 42238.07 and 52064 to require specific revisions of the Local Control and Accountability Plan and Annual Update (LCAP) template and instructions. Additionally, Section 124 of AB 130 requires the State Board of Education (SBE) to adopt a one-time supplement template to the Annual Update to the 2021–22 LCAP (2021–22 Supplement) on or before November 30, 2021. Following the September 2021 meeting of the SBE, the California Department of Education (CDE) revised the draft templates and instructions and solicited additional input from the LCAP Advisory Group and educational partners throughout the state.¹ This attachment provides a summary of the feedback received related to the revisions required by SB 98 and AB 130, the CDE’s recommendation to replace the “stakeholder” with a like term, and the required 2021–22 Supplement template and instructions.

RECOMMENDED ACTION:

Information only, no action required.



2021-22 Local Control Accountability Plan (LCAP) Expected Annual Measurable Objectives (EAMO) Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Scott Stack Director	scott.stack@pacificcharters.org 916 931 9643

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	LEA Common Core-Aligned Assessment Tool	In winter 2021, HPCS 3-11th grade students had 36.7% of those tested in math scored below the 50th percentile and 33.9% of those tested in Reading scored below the 50th percentile.	All HPCS students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.	Fall 2021 NWEA data: Math - 666 Students Grades 3-11 tested Fall 2021 346 (52%) Students below 50% (Baseline Measure) 256 (38.4%) Students at 61-99% (Blue/Green) 138 (20.7%) Students between 41-60% (Yellow) 272 (40.9%) Students below 40% (Orange/Red) Reading-

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
				<p>663 Students Grades 3-11 tested Fall 2021</p> <p>249 (37.6%) Students below 50% (Baseline Measure)</p> <p>335 (50.5%) Students at 60-99% (Green/Blue)</p> <p>141 (21.3%) Students between 41-59% (Yellow)</p> <p>187 (28.2%) Students below 40% (Orange/Red)</p> <p>For school year 2020/21, HPCS used the Edmentum Diagnostic Assessment Tool. The organization returned to NWEA/MAP for school year 2021/22. As a result of this shift, these assessment cycles do not reflect comparative data. Winter 2022 assessment cycle will present comparative data, as both periods will include the use of NWEA/MAP.</p>

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	The use of DIBELS measurements and locally identified interventions	At the end of 2020-21, 76.4% of 2nd grade students met benchmark criteria on a decoding measure (NWF-WRC)	All 2nd grade cohort students in HPCS will improve toward benchmark status as measured by end-of-year local measures	Fall 2021 Benchmark 2nd grade: 69 tested, 54% at benchmark; 13% approaching benchmark

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
		and 65.3% of of 2nd grade students met benchmark criteria on a measure of oral reading fluency (ORF-WC).	(such as DIBELS) by the 2023-2024.	1st grade: 68 tested, 71% at benchmark; 15% approaching benchmark >NOTE< Typographic error detected in Baseline text box. Corrected version: At the end of 2020-21, 76.4% of 1st grade students met benchmark criteria on a decoding measure (NWF-WRC) and 65.3% of of 2nd grade students met benchmark criteria on a measure of oral reading fluency (ORF-WC).

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	Local assessment and/or CAASPP results.	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results.	By 2023, all K-8 students will improve writing proficiency as measured by district writing rubrics and/or CAASPP results.	During the 20-21 school year, all teachers were provided with eight professional development sessions focusing on the pragmatics of teaching writing. Each teacher then chose focus student(s) to development the skills learned in the PD. During the 21-22 school year, teachers will complete two additional professional development sessions, one in the fall (2021) and one in the spring (2022). Additionally, students have been selected to participate in an intensive

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
				writing class. There are four classes offered this fall. 8 students from Heritage Peak grades 3-5 and 1 student in grades 6-8 are participating in the first set of intensive classes.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	LCAP Parent Survey	66% of parents are Very Satisfied with the work HPCS has done to establish and sustain positive relationships between staff, families, students.	75% of parents will be Very Satisfied on the LCAP Parent Survey	Heritage Peak continues to support and encourage parent relationships through teacher meetings, social media updates, teacher newsletters, ELO student offerings, visits from our two mobile Lending Library vans, field trips and school wide assemblies. Data will be collected in the spring to determine official parent satisfaction.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Scott Stack Director	scott.stack@pacificcharters.org 916 931 9643

Goal 1

All Heritage Peak Charter School students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

Rationale

While 63.3% of those tested in math at the 2020-2021 winter LEA common core-aligned benchmark scored in the 50th percentile or above, we still have 36.7% of those tested in math score below the 50th percentile and 33.9% of those tested in Reading scored below the 50th percentile.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributi ng	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
1.1	Increased Instructional Support Site-based class offerings, Virtual class offerings, VOLTs class offerings, adoption of Schoolwide LMS (Schoolology), Writing Improvement Initiative, Academic Toolkit, Carolina Science/PLTW	Ongoing	Yes	LCFF \$580,208	LCFF \$120,496	\$700,704.00		\$294,296
1.2	Intervention	Ongoing	Yes		LCFF \$85,457	\$85,457.00		\$35,892

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	Common core aligned interventions							

Goal 2

All 2nd grade students at HPCS will improve toward benchmark status as measured by end-of-year local measures (such as DIBELS) by 2023.

Rationale

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
2.1	Progress Monitoring HPCS will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine, implement, and monitor interventions.	Ongoing	Yes					

Goal 3

HPCS will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

Rationale

Writing is an area of identified need based on analysis of CAASPP results and student work.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
3.1	Writing Intensive classes for struggling 4th - 8th graders	Ongoing	Yes					

Goal/ Action	Action Title/ Description	Timespan	Contributi ng	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	<p>Writing Intensives are classes for students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 2 times per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.</p>							
3.2	<p>Baseline and summative writing assessments for Writing Intensive cohort Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre-</p>	Ongoing	Yes					

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	and post-writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.							
3.3	On-going Professional Learning on Writing Instruction HPCS teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.	Ongoing	Yes					

Goal 4

Parent and School Engagement: HPCS will offer regular park days, field trips, a mobile lending library and school assemblies to increase student and family involvement with Heritage Peak Charter School.

Rationale

When asked on the 2020-2021 end of year parent survey, 66% of parents indicated they were very satisfied with the work HPCS has done to establish and sustain an positive relationship between staff, families and students while 30% indicated they were satisfied. While these numbers indicated overall satisfaction, there is room for growth on establishing a greater connection with families as we come out of a pandemic. Increasing opportunities for families to leave their homes and engage with in-person school activities will be paramount to the continued and increased satisfaction as well as provide for additional opportunities to serve student and families social and emotional well-being.

Parents also overwhelmingly indicated (73%) they felt it was important for schools to seek parent input in making decisions for the school. By establishing goals for more frequent school assemblies, school leaders will be given the opportunity to hear and address parents' concerns and input for program improvements.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
4.1	Park Days, Enrichment Activities, Field Trips, School Assemblies	Ongoing	Yes	LCFF \$195,322		\$195,322.00		\$82,035

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Internal Notes	Mid-Year Report
	Students and families will engage in activities outside of their typical school experience to increase school engagement.								
4.2	Mobile Lending Libraries Maintenance and upkeep of the mobile lending libraries used to support students with academic and enrichment activities, curriculum and technology, mobile small group classes and assessment opportunities.	Ongoing	Yes		LCFF	\$40,166	\$40,166.00		\$0.00

Goal 5

Rationale

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report

Goal 1

Rationale

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Scott Stack Director	scott.stack@pacificcharters.org 916 931 9643

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Heritage Peak Charter School (HPCS) holds multiple meetings annually with stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. At these meetings, school leadership address the descriptions of the school grants and funding, progress toward meeting annual school goals, and discuss future school goals that relate to grants and funding, including those not addressed in the 2020–21 Local Control and Accountability Plan (LCAP). Annually, Heritage Peak Charter School surveys all its stakeholders via email in the Spring, including parents, pupils, teachers, other school personnel, and other school administrators. Most of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school’s needs and areas for growth.

In the fall, HPCS leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

HPCS's board met the requirements of Executive Order N-29-20. The school board for Heritage Peak Charter School offers virtual/in-person board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Heritage Peak staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. In 2020, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone can initiate a wellness team check-in on a student.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Heritage Peak Charter School website, newsletter, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Heritage Peak Charter School held its first 21-22 School Site Council, (SSC), meeting on November 15th, 2021. During this meeting, stakeholders voted new officers into key leadership roles. A plan was developed to hold the next SSC meeting on December 13, 2021 to discuss school-wide performance indicators, results of the 2021 WASC Self-Study Visiting Committee Report, and plans to improve services using ESSER II and III funding. At a special Board Meeting on October 9, 2021, the school Director presented plans to use these funds over the lifetime of the grant cycle. The plans were created based on stakeholder survey data and were unanimously approved by the board.

These plans include increasing the number of staff who provide direct services to students who are low-income, English learners, and/or foster youth. The SSC will be asked to review and augment these plans using Consolidated Title funding to support:

- a) \$31,000 part time bilingual Heritage Peak IT Tech
- b) \$145,000 technology upgrades, replacing 1/3 student devices

as well as providing funding for PD for teachers working with At Risk and EL students, Homeless Student assistance (Hygiene, backpacks, school supplies), and additional Counseling services

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The HPCS ESSER III plan can be found at <https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/HPCS-ESSER-III-Plan.pdf>.

The HPCS LCAP, https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/2021_Local_Control_and_Accountability_Plan_Heritage_Peak_Charter_School_20210827-1.pdf, as well as the Expanded Learning Opportunities Grant, https://secureservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/05/2021_Expanded_Learning_Opportunities_Grant_Plan_Heritage_Peak_Charter_School_20210520 were referenced in the ESSER III plan.

Total ESSER III funds received by the LEA are \$1,506,195.

\$339,849 of the ESSER III grant will be spent on Strategies for Continuous and Safe In-Person Learning including Covid Testing for the 22-23 and 23-24 school years, and the purchase, installation, and maintenance of air purifiers for each resource center, for the 21-22, 22-23, and 23-24 school years.

\$806,567 of ESSER III funding will be used to address the impact of lost instructional time. This funding will be used to pay for 24/7 math tutoring for all students, two intervention coach/mentors, a full-time families in transition social worker, technology support through student, parent, and teacher training workshops, and the purchase and repair of technology.

\$170,897 (approx 11%) is being reserved to address evolving needs throughout the lifecycle of the grant period.

The final \$188,882 of the grant will be spent on a full time mental health counselor for the 22-23 and 23-24 school years.

Our proposed plan was developed based on previously identified school needs identified through our annual LCAP process. On 9.3.21 we distributed a survey to all stakeholders requesting feedback on strategies for continuous and safe in-person learning, addressing lost instructional time, and how to use any remaining ESSER III funds. The 105 stakeholders' responses identified planning for long-term closures (meals, technology, IDEA requirements, and other ed services), outreach to significant subgroups purchasing educational technology, addressing learning loss among students, and providing mental health services and supports as our greatest needs. The plan was further refined and developed with the help of both the PCI and HPCS leadership teams. The plan was then submitted to our governing board in October for review, discussion, and approval.

The challenges of implementing the plan include recruiting and hiring staff. At this point this is the largest barrier to the success of the plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

All enrolled HPCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Heritage Peak students learn from home with their parents, under the supervision of their credentialed teacher. All in-person student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website: <https://pacificcharters.org/about/corporate-policies/>.

Heritage Peak Charter School includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Heritage Peak Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the

individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2020-2021 school year, Pacific Charter Institute (PCI) and the Heritage Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Heritage Peak Charter School offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers worked with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by PCI's ELA Content Specialist.

Expanded Learning Opportunities

HPCS met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Heritage Peak Charter School administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment with a computer and internet access. DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #5/4 –Annual Update to the 2021-2022 LCAP and Budget
Overview for parents: Rio Valley Charter School

Background:

Ms. Leslie Leedy, Director, will present this item.

Senate Bill 98 (2020) and Assembly Bill 130 (2021) amended California Education Code (EC) sections 42238.07 and 52064 to require specific revisions of the Local Control and Accountability Plan and Annual Update (LCAP) template and instructions. Additionally, Section 124 of AB 130 requires the State Board of Education (SBE) to adopt a one-time supplement template to the Annual Update to the 2021–22 LCAP (2021–22 Supplement) on or before November 30, 2021. Following the September 2021 meeting of the SBE, the California Department of Education (CDE) revised the draft templates and instructions and solicited additional input from the LCAP Advisory Group and educational partners throughout the state.¹ This attachment provides a summary of the feedback received related to the revisions required by SB 98 and AB 130, the CDE’s recommendation to replace the “stakeholder” with a like term, and the required 2021–22 Supplement template and instructions.

RECOMMENDED ACTION:

Information only, no action required.

2021-22 Local Control Accountability Plan (LCAP) Expected Annual Measurable Objectives (EAMO) Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Valley Charter School	Leslie Leedy Director	leslie.leedy@pacificcharters.org 9164774338

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	State mandated or local assessments, as well as LEA Benchmarks.	In winter 2021, RVCS 3-11th grade students had 46% of those tested in math score below the 50th percentile and 38% of those tested in Reading score below the 50th percentile.	All RVCS students, including those in numerically significant subgroups will increase measures of academic achievement on state mandated, local assessments, or LEA benchmarks.	<p>Fall NWEA/ MAP data:</p> <p>539 Students in Grades 3-11 tested Fall 2021</p> <p>Math - 341 students (63%) in grades 3-11 tested below the 50th percentile.</p> <p>534 students grades 3-11 tested Fall 2021</p> <p>Reading- 235 students (44%) tested below the 50th percentile</p> <p>The percentage of students scoring below the 50th percentile is not comparable to the Winter 2021 data as a different assessment was used to obtain this data.</p>

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	The use of DIBELS measurements and locally identified interventions	19-20 2nd grade students- 46 tested, 50% on benchmark 20-21 2nd grade students-47 students tested, 64% met the benchmark on the Oral Reading fluency exam.	All 2nd grade cohort students in RVCS schools will improve towards benchmark status as measured by end-of-year local measures (such as DIBELS) by the 2023-2024.	Fall 2022 Benchmark 2nd grade: 50 tested, 58% met the benchmark on the Oral Reading Fluency exam.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	District writing rubrics and/or CAASPP	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results.	By 2023-2024, students in cohort students will improve writing proficiency as measure by district writing rubrics and/or CAASPP results.	During the 20-21 school year, all teachers were provided with eight professional development sessions focusing on the pragmatics of teaching writing. Each teacher then chose focus student(s) to development the skills learned in the PD. During the 21-22 school year, teachers will complete two additional professional development sessions, one in the fall (2021) and one in the spring (2022).

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	California Dashboard CCI Indicator.	There is no current baseline due to lack of CAASPP testing in 2020. Results from the 2020 dashboard indicate that 26% of graduating seniors were prepared.	The percentage of prepared graduates will increase each year, as measured by the CCI Indicator.	This objective will be updated once graduation data is available.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Valley Charter School	Leslie Leedy Director	leslie.leedy@pacificcharters.org 9164774338

Goal 1

All RVCS students, including those in numerically significant subgroups, (41% Socio-Economically Disadvantaged, 14% Special Education, 5.2% ELL, 8% Hispanic ethnicity, and 12% African American students) will increase academic achievement as demonstrated by increased levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

Rationale

While 54% of those tested in math at the 2020-2021 winter LEA common core-aligned benchmark scored above the 50th percentile or above, we still have 46% of those tested in math score below the 50th percentile and 38% of those tested in Reading score below the 50th percentile.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
1.1	Instruction The use of content specialists will be used to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. Other instructional options include the use of Schoology, writing intensive courses, use of the Academic Toolkit, and	Ongoing	Yes	LCFF 332,281.00		\$332,281.00	Single subject area content teachers.	144958

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	Carolina/PLTW curriculum.							
1.2	Intervention DIBELS, Exact Path or common core aligned intervention	Ongoing	Yes		LCFF 73,777.00	\$73,777.00	Edmentum	57,200
1.3	Facilities Facilities for student learning access will be made available.	Ongoing	Yes		LCFF 130,633.00	\$130,633.00		54,866

Goal 2

All 2nd grade students in RVCS schools will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by 2023.

Rationale

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
2.2	Refine, implement, and monitor progress monitoring and interventions. RVCS will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine and monitor interventions.	Ongoing	Yes					

Goal 3

Rio Valley Charter School will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

Rationale

Writing is an area of identified need based on analysis of historical CAASPP results.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
3.1	<p>Writing Intensive classes for struggling 4th - 8th graders Writing Intensives are classes for students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 2 times per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.</p>	Ongoing	Yes					
3.2	<p>On-going Professional Learning on Writing Instruction RVCS teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation,</p>	Ongoing	Yes					

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	diagnosis, instruction, and intervention.							
3.3	<p>Baseline and summative writing assessments for Writing Intensive cohort</p> <p>Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre and post writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.</p>	Ongoing	Yes					

Goal 4

RVCS will increase the rate of its percent of prepared students in the graduation cohort.

Rationale

The percentage of prepared seniors in the graduation cohort will increase annually. This measure is based on the number of high school graduates who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal of bi-literacy. The following measures are approved as indicating college or career readiness:

Career Technical Education Pathway Completion
 Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
 Advanced Placement Exams
 International Baccalaureate Exams
 College Credit Course (formerly called Dual Enrollment)
 a–g Completion
 State Seal of Biliteracy

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
4.1	Counseling School will provide academic and social-emotional counseling services to students using 3.00 FTE Counselor.	Through 2023-2024	Yes	LCFF 348,236.00		\$348,236.00		146259
4.2	Academic Dean A FTE Academic Dean will oversee all counselors, as well as coordinating CTE programs and enrollment, College Credit Course Enrollment, and State Seal of Biliteracy candidates and requirements,	2021-2022 School Year	Yes	LCFF 109,340.00		\$109,340.00		45923

Goal 5

Rationale

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report

Goal 1

Rationale

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Valley Charter School	Leslie Leedy Director, Rio Valley Charter School	leslie.leedy@pacificcharters.org 9164774338

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Rio Valley Charter School (RVCS) holds multiple meetings annually with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership address the descriptions of the school grants and funding, progress toward meeting annual school goals, and discuss future school goals that relate to grants and funding, including those not addressed in the 2020–21 Local Control and Accountability Plan (LCAP). Annually, Rio Valley Charter School surveys all its stakeholders via email in the Spring (including parents, pupils, teachers, other school personnel, and other school administrators.) Most of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school’s needs and areas for growth.

In the fall, Rio Valley leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

RVCS’s board met the requirements of Executive Order N-29-20. The school board for Rio Valley Charter School offers virtual/in-person board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Valley View staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. In 2020, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone can initiate a wellness team check-in on a student. At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Rio Valley Charter School website, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Rio Valley Charter School held it's first 21-22 School Site Council, (SSC), meeting on September 10th, 2021. During this meeting stakeholders discussed increasing the number of staff who provide direct services to students who are low-income, English learners, and/or foster youth. At the second SSC meeting on September 24, 2021 the The Council voted unanimously on the following expenditures for Title I:

- a) \$20,000 part time Rio Valley IT Person
- b) \$40,000 ELA and Struggling Reader Tutor
- c) \$20,000 PD for Teachers working with At Risk students and EL
- d) \$30,000 Tech supplies, Cradles, testing computers
- e) \$7,500 Homeless Student assistance (Hygiene, backpacks, school supplies)
- f) \$40,000 Additional Tutors in Math and ELA
- g) \$20,000 (or whatever is remaining) Counseling

Items (a) and (f) are meant to increase access to services and instruction for RVCS lo-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The RVCS ESSER III plan can be found at <https://securservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/ESSER-III-2022-24-school-years-RVCS.pdf>

The RVCS LCAP, <https://securservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/10/2021-22-Local-Control-and-Accountability-Plan-LCAP.pdf>, as well as the Expanded Learning Opportunities Grant, https://securservercdn.net/198.71.233.213/d98.afe.myftpupload.com/wp-content/uploads/2021/05/2021_Expanded_Learning_Opportunities_Grant_Plan_Rio_Valley_Charter_School_20210520-1.pdf were referenced in the ESSER III plan.

Total ESSER III funds received by the LEA are \$1,191,688.00.

\$267,850 of the ESSER III grant will be spent on Strategies for Continuous and Safe In-Person Learning including Covid Testing for the 22-23 and 23-24 school years, and the purchase, installation, and maintenance of air purifiers for each resource center, for the 21-22, 22-23, and 23-24 school years.

\$734,956 of ESSER III funding will be used to address the impact of loss instructional time. This funding will be used to pay for 24/7 math tutoring for all students, two intervention coach/mentors, a full-time families in transition social worker, technology support through student, parent, and teacher training workshops, and the purchase and repair of technology.

The final \$188,882 of the grant will be spent on a full time mental health counselor for the 22-23 and 23-24 school years.

Our proposed plan was developed based on previously identified school needs identified through our annual LCAP process. On 9.3.21 we distributed a survey to all stakeholders requesting feedback on strategies for continuous and safe in-person learning, addressing lost instructional time, and how to use any remaining ESSER III funds. The 169 stakeholders' responses identified planning for long-term closures (meals, technology, IDEA requirements, and other ed services), outreach to significant subgroups purchasing educational technology, addressing learning loss among students, and providing mental health services and supports as our greatest needs. The plan was further refined and developed with the help of both the PCI and RVCS leadership teams. The plan was then submitted to our governing board in October for review, discussion, and approval.

The challenges of implementing the plan include recruiting and hiring staff. At this point this is the largest barrier to the success of the plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All enrolled RVCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Rio Valley students learn from home with their parents, under the supervision of their credentialed teacher. All in-person student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website:

<https://pacificcharters.org/about/corporate-policies/>.

Rio Valley Charter School includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Rio Valley Charter School supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2020-2021 school year, Pacific Charter Institute (PCI) and the Rio Valley counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Rio Valley Charter School offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers worked with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher’s skills as instructors,

coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by PCI's ELA Content Specialist.

Expanded Learning Opportunities

RVCS met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Rio Valley Charter School administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students Valley View Charter Prep in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at with a computer and internet access. DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #5/5 –Annual Update to the 2021-2022 LCAP and Budget Overview for parents: Valley View Charter Prep

Background:

Mr. John Mittan, Director, will present this item.

Senate Bill 98 (2020) and Assembly Bill 130 (2021) amended California Education Code (EC) sections 42238.07 and 52064 to require specific revisions of the Local Control and Accountability Plan and Annual Update (LCAP) template and instructions. Additionally, Section 124 of AB 130 requires the State Board of Education (SBE) to adopt a one-time supplement template to the Annual Update to the 2021–22 LCAP (2021–22 Supplement) on or before November 30, 2021. Following the September 2021 meeting of the SBE, the California Department of Education (CDE) revised the draft templates and instructions and solicited additional input from the LCAP Advisory Group and educational partners throughout the state.¹ This attachment provides a summary of the feedback received related to the revisions required by SB 98 and AB 130, the CDE’s recommendation to replace the “stakeholder” with a like term, and the required 2021–22 Supplement template and instructions.

RECOMMENDED ACTION:

Information only, no action required.



2021-22 Local Control Accountability Plan (LCAP) Expected Annual Measurable Objectives (EAMO) Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley View Charter Prep	John Mittan Director for Valley View Charter Prep	jmittan@valleyviewcharter.org 209-323-9624

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	LEA common core-aligned assessment	In winter 2021, VVCP 3-11th grade students had 21% of those tested in math score below the 50th percentile and 15% of those tested in Reading score below the 50th percentile.	All VVCP students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.	In Fall 2021 VVCP switch back to NWEA MAP as a common-core aligned assessment. Although testing structure/validity was different from the Exact Path Diagnostic, outcome was within the same range. 31% did not meet standards in Math and 16% did not meet standards in Reading.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	VVCP will continue outreach efforts to local community colleges/4 year colleges. VVCP will increase students who meet individual a-g course requirements. VVCP will continue to refine CTE offerings.	66 Percent of Pupils meet CDE College Career Readiness Indicators and 33%Approaching.	VVCP will have expanded our outreach efforts to local community colleges/4 year colleges. VVCP will have increased students who meet individual A-G course requirements. VVCP will continued to refine CTE offerings.	This goal will be reported after the 2022 CAASPP testing is complete.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	The use of DIBELS measurements and locally identified interventions.	At the end of 2020-21, 81% of 2nd grade students met benchmark criteria on a decoding measure (NWF-WRC) and 76% of of 2nd grade students met benchmark criteria on a measure of oral reading fluency (ORF-WC)	All 2nd grade students will improve towards benchmark status as measured by end-of-year local measures (such as DIBELS) by 2023.	In the fall of 2021-22, 83% of 2nd grade students met benchmark criteria on a decoding measure (NWF-WRC) and 70% of of 2nd grade students met benchmark criteria on a measure of oral reading fluency (ORF-WC)

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	Local assessment and/or CAASSP results.	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results.	By 2023-2024, students in cohort students will improve writing proficiency as measure by district writing rubrics and/or CAASPP results.	During the 20-21 school year, all teachers were provided with eight professional development sessions focusing on the pragmatics of teaching writing. Each teacher then chose focus student(s) to development the skills learned in the PD.

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
				During the 21-22 school year, teachers will complete two additional professional development sessions, one in the fall (2021) and one in the spring (2022). Additionally, students have been selected to participate in an intensive writing class. There are four classes offered this fall.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	LCAP stakeholder survey	In 2020-2021, 103 Stakeholders participated in the LCAP stakeholder survey.	By 2023-24, Valley View will expand community building, collaboration and communication with stakeholders. Indicators will include stakeholder sign-ups and agendas and stakeholder survey results.	This goal will be measure in the spring of 2022.



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley View Charter Prep	John Mittan Director for Valley View Charter Prep	jmittan@valleyviewcharter.org 209-323-9624

Goal 1

All VVCP students, including those in numerically significant subgroups, will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

Rationale

While 79% of those tested in math at the 2020-2021 winter LEA common core-aligned benchmark scored above the 50th percentile or above, we still have 21% of those tested in math score below the 50th percentile and 15% of those tested in Reading score below the 50th percentile.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributi ng	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
1.1	Increased instructional support Virtual class offerings, VOLTS class offerings, adoption of Schoology, and Carolina science.	Ongoing	Yes	LCFF 111,870		\$111,870.00		46985.40
1.2	Intervention Common core-aligned intervention	Ongoing	Yes		LCFF 24,839	\$24,839.00		10432.38

Goal 2

Valley View Charter Prep will expand opportunities for high school students to become college and career ready.

Rationale

In order to increase post-secondary opportunities, Valley View Charter Prep high school students need increased opportunities for high school counseling services in order to be college and career ready.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
2.1	College readiness Dual enrollment, a-g alignment, academic counseling/academic dean.	Ongoing	No Yes	LCFF 123,976	LCFF 12,000	\$135,976.00		57109.92
2.2	Career readiness Expanded CTE offerings.	Ongoing	No Yes					

Goal 3

All 2nd grade students will improve towards benchmark status as measured end-of-year local measures (such as DIBELS) by 2023.

Rationale

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
3.1	DIBELS Benchmark assessments and progress monitoring VVCP will implement benchmark assessment and progress monitoring using DIBELS. Additionally, VVCP will implement locally identified interventions.	Ongoing	Yes					

Goal 4

Valley View will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

Rationale

Writing is an area of identified need based on analysis of historical CAASPP results.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
4.1	On-going Professional Learning on Writing Instruction VVCP teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.	Ongoing	Yes	Other State 4600				
4.2	Writing Intensive classes for 4th - 8th grade students Writing Intensives are classes for students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 2 times per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.	Ongoing	No Yes	Other State 4600		4600		1932

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
4.3	<p>Baseline and summative writing assessments for Writing Intensive cohort</p> <p>Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre and post writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.</p>	Ongoing	Yes					

Goal 5

Valley View staff will improve efforts to collaboration and communication with all stakeholders.

Rationale

Valley View has developed this goal to expand community engagement and to increase participation in the annual LCAP survey. In 2020-2021, 103 Stakeholders participated in the LCAP stakeholder survey.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
5.1	Outreach Family engagement events, family/school communications, and field trips.	Ongoing	Yes	LCFF 4,360		\$4,360.00		1831.2
5.2	Instructional supports for families Parent workshops, tech boot camps, virtual and VOLTS classes.	Ongoing	Yes					

Goal 1

Valley View staff will improve efforts to collaboration and communication with all stakeholders.

Rationale

Valley View has developed this goal to expand community engagement and to increase participation in the annual LCAP survey. In 2020-2021, 103 Stakeholders participated in the LCAP stakeholder survey.

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5.2	Instructional supports for families	Ongoing	Yes					

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	Parent workshops, tech boot camps, virtual and VOLTS classes.							



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley View Charter Prep		

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Valley View Charter Prep (VVCP) holds multiple meetings annually with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership address the descriptions of the school grants and funding, progress toward meeting annual school goals, and discuss future school goals that relate to grants and funding, including those not addressed in the 2020–21 Local Control and Accountability Plan (LCAP). Annually, Valley View Charter Prep surveys all its stakeholders via email in the Spring (including parents, pupils, teachers, other school personnel, and other school administrators.) Most of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school’s needs and areas for growth.

In the fall, Valley View leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

VVCP's board met the requirements of Executive Order N-29-20. The school board for Valley View Charter Prep offers virtual/in-person board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Valley View staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. In 2020, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, will attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone can initiate a wellness team check-in on a student.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Valley View Charter Prep website, Valley View newsletter, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Valley View Charter Prep does not meet the threshold of greater than 55 percent enrollment of students who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Valley View Charter Prep did not meet the threshold to receive the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief (ESSR III) funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All enrolled VVCP students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Valley View students learn from home with their parents, under the supervision of their credentialed teacher. All in-person student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

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- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
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In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

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Students and parents attend meetings with their credentialed teachers regularly. Teachers worked with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by PCI's ELA Content Specialist.

Expanded Learning Opportunities

VVCP met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Valley View Charter Prep administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students Valley View Charter Prep in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at with a computer and internet access. DIBELS, administered in the same

three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #5/6 –Annual Update to the 2021-2022 LCAP and Budget Overview for parents: Sutter Peak Charter Academy

Background:

Ms. Heather Marshall, Director, will present this item.

Senate Bill 98 (2020) and Assembly Bill 130 (2021) amended California Education Code (EC) sections 42238.07 and 52064 to require specific revisions of the Local Control and Accountability Plan and Annual Update (LCAP) template and instructions. Additionally, Section 124 of AB 130 requires the State Board of Education (SBE) to adopt a one-time supplement template to the Annual Update to the 2021–22 LCAP (2021–22 Supplement) on or before November 30, 2021. Following the September 2021 meeting of the SBE, the California Department of Education (CDE) revised the draft templates and instructions and solicited additional input from the LCAP Advisory Group and educational partners throughout the state.¹ This attachment provides a summary of the feedback received related to the revisions required by SB 98 and AB 130, the CDE’s recommendation to replace the “stakeholder” with a like term, and the required 2021–22 Supplement template and instructions.

RECOMMENDED ACTION:

Information only, no action required.



2021-22 Local Control Accountability Plan (LCAP) Expected Annual Measurable Objectives (EAMO) Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	NWEA/ MAP Edmentum Diagnostic	Exact Path Winter 20-21 370 Students Reading- 64% of students above 70% (237 students) 28% of students 31%-70% (103 students) 8% of students below 31% (30 students) Math- 59% of students above 70% (220 students) 27% of students 31%-70% (99 students) 14% of students below 31% (51 students)	All SPCA students, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.	Fall NWEA/ MAP data: 348 Students Grades 3-11 tested Fall 2021 Reading- 215 (~62%) Students at 61-99% (Blue/Green) 63 (~18%) Students between 41-60% (Yellow) 79 (~23%) Students below 40% (Orange/Red) Math - 67 (~19%) Students at 61-99% (Blue/Green) 59 (~17%) Students between 41-60% (Yellow) 122 (~35%) Students below 40% (Orange/Red)

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	The use of DIBELS measurements and locally identified interventions	19-20 2nd grade students- 46 tested, 50% on benchmark 20-21 2nd grade students-47 students tested, 64% met the benchmark on the Oral Reading fluency exam.	All 2nd grade students will improve towards benchmark status as measured end-of-year local measures (such as DIBELS) by 2023.	Fall 2022 Benchmark 2nd grade: 42 tested, 66% on benchmark 1st grade : 32 tested, 69% on benchmark

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	Local assessment and/or CAASSP District Writing Rubrics	Student performance in the writing strand of the ELA assessments has fallen disproportionately below overall ELA CAASPP results	By 2023-2024, student cohorts will improve writing proficiency as measure by district writing rubrics and/or CAASPP results.	During the 20-21 school year, all teachers were provided with eight professional development sessions focusing on the pragmatics of teaching writing. Each teacher then chose focus student(s) to development the skills learned in the PD. During the 21-22 school year, teachers will complete two additional professional development sessions, one in the fall (2021) and one in the spring (2022). Additionally, students have been selected to participate in an intensive writing class. Four classes offered this fall.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	LCAP Parent Survey	70% of parents are Very Satisfied with the work SPCA has done to establish and sustain positive relationships between staff, families, students.	80% of parents will be Very Satisfied on the LCAP Parent Survey	Sutter Peak continues to support and encourage parent relationships through teacher meetings, social media updates, Sutter Peak newsletter, ELO student offerings, visits from Louise the Lending Library, field trips and school wide assemblies. Data will be collected in the spring to determine official parent satisfaction.

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Desired Outcome for 2023-24	Mid-Year Report
	California Dashboard CCI Indicator	There is no current baseline due to lack of CAASPP testing in 2020.	The percentage of prepared graduates will increase each year, as measured by the CCI Indicator.	This goal will be reported after the 2022 CAASPP testing is complete.



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

Goal 1

All Sutter Peak students, including those in numerically significant subgroups (9% SPED, 6% African American, 6% Hispanic, 30% Socio-economically disadvantage, 2% ELL or RFEP,) will show high levels of proficiency in the Common Core Standards for Mathematics and English Language Arts.

Rationale

Below lists the number of students in grades 3-11 testing above the 70th percentile, 32nd - 69th percentile and below the 31st percentile.

Exact Path Winter 20-21

370 Students

Language Arts, specifically reading-

64% of students above 70% (237 students)

28% of students 31%-70% (103 students)

8% of students below 31% (30 students)

Math-

59% of students above 70% (220 students)

27% of students 31%-70% (99 students)

14% of students below 31% (51 students)

These numbers indicate that students at Sutter Peak Charter Academy need additional supports to increase proficiency in both math and reading.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributi ng	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
1.1	Instruction The use of content specialists will be used	Ongoing	Yes	LCFF 161,812		\$161,812.00		\$67,961

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	to provide math and science instruction for grades 6-12th grade students through direct instruction or via virtual classrooms. Other instructional options include the use of Schoology, writing intensive courses, use of the Academic Toolkit, and Carolina/PLTW curriculum. Virtual class offerings, VOLTS class offerings, adoption of Schoology, and Carolina science.							
1.2	Intervention DIBELS, Exact Path or Common Core aligned intervention	Ongoing	Yes	LCFF	35,927.00			\$15,089

Goal 2

All 2nd grade cohort students in SPCA schools will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by the 2023-2024.

Rationale

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
2.1	Progress Monitoring SPCA will implement progress monitoring	Ongoing	Yes					

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	and locally identified interventions. Teachers will attend professional development to continue to refine and monitor interventions.							

Goal 3

Sutter Peak will support student growth in writing through on-going professional learning, collecting data on student performance, and providing direct instructional intervention.

Rationale

Writing is an area of identified need based on analysis of historical CAASPP results.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
3.1	Writing Intensive classes for struggling 4th - 8th graders Writing Intensives are classes for students in grades 4-8 who are overwhelmed, lost, or resistant to writing, or who just wish to improve their basic writing skills. The classes will be led by PCI writing coaches and will meet 2 times per week mid-semester to develop essential skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.	Ongoing	Yes	LCFF 46,868		\$46,868.00		\$19,685

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
3.2	<p>Baseline and summative writing assessments for Writing Intensive cohort Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers using grade-level Common Core writing rubrics. The baseline assessment will direct targeted instruction to address specific student needs, and the summative assessment will measure qualitative growth in student writing based on elements of style, organization, and conventions. The pre and post writing assessments will provide standards-aligned data to measure student outcomes as well as the efficacy of our writing intervention.</p>	Ongoing	Yes					
3.3	<p>On-going Professional Learning on Writing Instruction PCI teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation,</p>	Ongoing	Yes					

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
	diagnosis, instruction, and intervention.							

Goal 4

Parent and School Engagement: SPCA will offer regular park days, field trips, a mobile lending library and school assemblies to increase family involvement with Sutter Peak Charter Academy.

Rationale

When asked on the 2020-2021 end of year parent survey, 70% of parents indicated they were very satisfied with the work SPCA has done to establish and sustain an positive relationship between staff, families and students while 27% indicated they were satisfied. While these numbers indicated overall satisfaction, there is room for growth on establishing a greater connection with families as we come out of the pandemic. Increasing opportunities for families to leave their homes and engage with in-person school activities will be paramount to the continued and increased satisfaction.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
4.1	Park Days, Enrichment Activities, Field Trips Students will engage in activities outside of the typical school setting to increase school engagement.	Ongoing	Yes		LCFF 25,000	\$25,000.00		5,000
4.2	Lending Library Maintenance and upkeep of the mobile lending library used to support students with academic and enrichment activities, curriculum and technology.	Ongoing	Yes	LCFF 45,000	LCFF 15,000	\$60,000.00		25,200

Goal 5

SPCA will increase the rate of its percent of prepared students in the graduation cohort.

Rationale

The percentage of prepared seniors in the graduation cohort will increase annually. This measure is based on the number of high school graduates who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, and or receiving a state seal of bi-literacy. The following measures are approved as indicating college or career readiness:

Career Technical Education Pathway Completion

Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics

Advanced Placement Exams

College Credit Course (formerly called Dual Enrollment)

a–g Completion

State Seal of Biliteracy

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
5.1	Academic Counselor School will provide academic counseling services to students.	Ongoing	Yes	LCFF 85,695		\$85,695.00		35,992
5.2	a-g approved coursework Cyber High, CTE	Ongoing	Yes		LCFF 10,000	\$10,000.00		4,200

Goal 1

SPCA will increase the rate of its percent of prepared students in the graduation cohort.

Rationale

The percentage of prepared seniors in the graduation cohort will increase annually. This measure is based on the number of high school graduates who are prepared for college or a career. College or career readiness means completing rigorous coursework, passing challenging exams, and or receiving a state seal of bi-literacy. The following measures are approved as indicating college or career readiness:

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State Seal of Biliteracy

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Internal Notes	Mid-Year Report
5.1	Academic Counselor School will provide academic counseling services to students.	Ongoing	Yes	LCFF 85,695		\$85,695.00		35,992
5.2	a-g approved coursework Cyber High, CTE	Ongoing	Yes		LCFF 10,000	\$10,000.00		4,200



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Director of Sutter Peak Charter Academy (SPCA) holds multiple meetings annually with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addresses the description of the school grants and funding, progress toward meeting annual school goals, and discusses future school goals that relate grants and funding, including those not addressed in the 2020-2021 Local Control and Accountability Plan (LCAP). Annually, Sutter Peak Charter Academy surveys all its stakeholders via email in the Spring (including parents, pupils, teachers, other school personnel, and other school administrators.) A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders’ meetings are reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings are discussed regarding the school’s needs and areas for growth.

In the fall, Sutter Peak leadership met with its educational partners to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant.

This board meeting met the requirements of Executive Order N-29-20 and was held via teleconferencing. An in-person attendance option was available. Notification of the meeting was provided to all stakeholders through our web page. The school board for Sutter Peak Charter Academy offers virtual board meetings, which are monitored by our technology department to ensure public safety. Notice of school board meetings are posted on our website and are open for public participation and public comment.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify and meet specific needs of students. In addition to the identification of stakeholder need through schoolwide electronic communication, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Sutter Peak staff utilize various methods of communication including electronic surveys, phone, email, and/or text to ensure all student needs are met.

Plans for use of the Educator Effectiveness Grant were brought to the governing board on December 9, 2021. Funds will be used to provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning during the 2022-2026 school years.

In April 2021, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to these students, and offered resource packets, if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing In the Fall 2020 semester, multiple trainings for staff professional development were offered including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training is critical for vulnerable populations as they are known to have higher risk of suicide. One of our ongoing resources is a wellness team, which consists of psychologists, counselors, district nurse, administration, and Human Resources. The goal of this team is to help provide extra support and wrap around services to students who are showing signs of emotional distress, have sudden changes in communication or attendance patterns, and/ or appear to be socially isolated. These students, along with newly identified students continue to receive supports in the 2021-2022 school year. Additionally, the team assesses on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular program, school counselors are responsible for conducting small group sessions to facilitate peer support and connection, attend online ACES training and events. Written and online surveys are sent to check in on student social-emotional health. An online referral link is included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher is in constant communication with families. Various methods of communication including the Sutter Peak Charter Academy website, Sutter Peak newsletter, Pacific Charter Institute website, phone, email, Swift Reach, Microsoft TEAMS, Sign Up Genius and/or text are used to ensure that every student is informed of the opportunities for supplemental instruction and support.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Sutter Peak Charter Academy does not meet the threshold of greater than 55 percent enrollment of students who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

All one-time funds were spent on a one-to-one technology initiative for students and teachers.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Sutter Peak Charter Academy did not meet the threshold to receive the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief (ESSR III) funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All enrolled SPCA students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, Sutter Peak students learn from home with their parents, under the supervision of their credentialed teacher. All student meetings are completed in-person or through an online platform. Virtual class offerings, including our a-g courses, meet online with a highly credentialed teacher. All students have consistent, regular access to assignments, assessments, and instructional support through our virtual platform and in-person platforms. Teachers, students, and families are provided with tech support and resources to increase their ability to provide educational services to their students. Human Resources provides updates with mental health supports and workday guidelines for teachers and their families.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers identify specific needs of all students. Consequently, each credentialed teacher communicates with and distributes computers and hotspots to students in need. Various methods of communication including electronic surveys, phone, email, and/or text were used to ensure all student needs are met. In the Fall of 2021, 100% of students who identified need were provided a computer and or hotspot.

For information regarding our safety plan, including COVID safe return to school procedures, please refer to our website:
<https://pacificcharters.org/about/corporate-policies/>

Sutter Peak Charter Academy includes parents and students on decisions related to technology, mental, physical health, and educational concerns. All additional services, needs, and concerns, including those for students with special needs are addressed through individual meetings with families and adjustments are made to accommodate the student.

Sutter Peak Charter Academy supports the fluidity and adaptability of a college preparatory, independent study program to meet the individual needs of each student. Our school offers students the opportunity to access a pathway to college in a manner most beneficial to

their needs. The school actively mentors new students, taking them from where they are to where they become competitive 21st century-ready individuals.

During the 2020-2021 school year, Pacific Charter Institute (PCI) and the Sutter Peak counseling staff successfully implemented a mental health survey with students. This plan was augmented through the virtual platform. Informally, students, staff and families were asked about their well-being throughout the year to monitor and ensure social-emotional health. Information from this survey will continue to guide our work through Spring 2022 when a new survey will be distributed.

Sutter Peak Charter Academy offers virtual opportunities for our students through:

- Virtual Opportunities to Learn Together (V.O.L.T.s) geared toward our elementary homeschooling families.
- The Virtual Advantage classes for middle school and high school students.

In both programs, our credentialed teachers interact with students and families in real-time through secure online environments. A complete listing of class offerings can be found in the PCI Virtual Class Catalog on the PCI website www.pacificcharters.org

Synchronous and asynchronous V.O.L.T.s classes provide instruction on key grade-level standards using our adopted curriculum. These classes are offered live through secure online environment and recorded for future viewing. Both programs offer formative and summative assessments monitoring learning. These assessments are built into the learning management system and teachers use them to support increased learning and promote greater Depth of Knowledge (DOK) acquisition.

Students and parents attend meetings with their credentialed teachers regularly. Teachers work with multiple families together to develop community and student interaction with other students. The review of school data trends over time identified a need to dedicate time to increase teacher knowledge of the features and components for Common Core writing and to improve teacher's skills as instructors, coaches, and evaluators of student writing across grade levels, content areas, and programs. All content area teachers, including those serving students with special needs and English Learners, and school leaders participate in synchronous interactive sessions throughout the school year during which new information, strategies, and tools are presented. Additionally, teachers who are less experienced addressing specific areas of writing, can participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions are recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities are led by PCI's ELA Content Specialist.

Expanded Learning Opportunities

SPCA met with parents, teachers, support staff and school leadership to address the ELO grant. This included a description of the ELO Grant, explanation of the ELO template, review of progress toward meeting annual school goals, and the discussion of future school goals that relate to the ELO grant. After discussion those present all agreed that the ELO grant funds should be directed to:

- Accelerating Learning to make up for lost time- we need nuts and bolts training, curriculum, and direction instruction
- Tutoring and small group learning opportunities and support
- Educator Training for accelerated learning

In addition to all state-mandated assessments outlined below, Sutter Peak Charter Academy administers the NWEA/MAP Diagnostic assessment for students in grades 3-11 in Reading and Mathematics and the DIBELS Early Literacy Assessment system for students Sutter Peak Charter Academy in grades K-2. The NWEA/MAP Diagnostic is administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth and create individualized learning paths. The NWEA/MAP Diagnostic assessment is a web-based

assessment, which allowed students to complete the assessment at with a computer and internet access. DIBELS, administered in the same three assessment windows provided a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers use the data to identify students who need additional support, intervention, and progress monitoring. Both assessments and classwork completed by students is available for parents to review online through the student LMS, as well as, through regular conversations and meetings between parents, teachers, and students. The English Proficiency Assessment for California is used to determine language status. Students take this assessment as they enroll in a California public school, as determined by the Home Language Survey. This assessment was given within 30 calendar days of enrollment, year-round (current pandemic may allow for a waiver to extend to 75 days) The Summative English Proficiency Assessment for California is for students with an English Learner (EL) language status only. All EL students are required to participate in the Summative ELPAC annually.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #5/7– Educator Effectiveness Grant

Background:

One-time funding provided to county offices of education, school districts, charter schools, and state special schools to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness.

RECOMMENDED ACTION:

Information only, no action required.



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Scott Stack Director	scott.stack@pacificcharters.org 916 931 9643

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$234,405.00	12/09/2021	12/09/2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Provide the opportunity for teachers to attend professional development to support and/or address student learning loss and continue to improve instruction in literacy across all subject areas and social emotional learning.		\$58,601.25	\$58,601.25	\$58,601.25	\$58,601.25	234,405.00
Subtotal	0.00	58,601.25	58,601.25	58,601.25	58,601.25	234,405.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on

actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (2)	0.00	58,601.25	58,601.25	58,601.25	58,601.25	234,405.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	0.00	58,601.25	58,601.25	58,601.25	58,601.25	234,405.00

Total planned expenditures by the LEA:

234,405.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rio Valley Charter School	Leslie Leedy Director	leslie.leedy@pacificcharters.org 9164774338

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$124,848.00	12/9/2021	12/9/2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Provide the opportunity for teachers to attend professional development to support and/or address student learning loss and continue to improve instruction in literacy across all subject areas and social emotional learning.		\$31,212.00	\$31,212.00	\$31,212.00	\$31,212.00	124,848.00
Subtotal	0.00	31,212.00	31,212.00	31,212.00	31,212.00	124,848.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (2)	0.00	31,212.00	31,212.00	31,212.00	31,212.00	124,848.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	0.00	31,212.00	31,212.00	31,212.00	31,212.00	124,848.00

Total planned expenditures by the LEA:
124,848.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter Peak Charter Academy	Heather Marshall Director	heather.marshall@pacificcharters.org 916.992.9033

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$66,821	12/09/2021	12/09/2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning.	0.00	16,705.25	16,705.25	16,705.25	16,705.25	66,821.00
Subtotal	0.00	16,705.25	16,705.25	16,705.25	16,705.25	66,821.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite’s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (2)	0.00	16,705.25	16,705.25	16,705.25	16,705.25	66,821.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	0.00	16,705.25	16,705.25	16,705.25	16,705.25	66,821.00

Total planned expenditures by the LEA:
66,821.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.



Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley View Charter Prep	John Mittan Director for Valley View Charter Prep	jmittan@valleyviewcharter.org 209-323-9624

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$74,225.00	12/09/2021	12/09/2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Provide the opportunity for teachers to attend professional development to support and/or address student learning loss to continue to improve instruction in literacy across all subject areas and social emotional learning.	0	18,556.2	18,556.2	18,556.2	18,556.2	74,224.80
Subtotal	0.00	18,556.20	18,556.20	18,556.20	18,556.20	74,224.80

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on

actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (2)	0.00	18,556.20	18,556.20	18,556.20	18,556.20	74,224.80
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (5)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (6)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	0.00	18,556.20	18,556.20	18,556.20	18,556.20	74,224.80

Total planned expenditures by the LEA:

74,224.80

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #6/1 Audit Report 2020-2021

Background:

Jesse Deol, CPA, with James Marta & Company LLP will present and discuss this item.

Annually PCI is required to have an independent financial audit conducted using generally accepted auditing standards.

Applicable presentations will be available at the meeting.

RECOMMENDED ACTION:

Board of Directors accept the 2020-2021 Audit Report.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #6/2 First Interim Report 2021-2022

Background:

Mr. Larry Pastore, Corporate Accountant, will present and discuss the First Interim Report for PCI.

Public school governing boards are required to certify twice a year regarding their ability to meet their financial obligations for the remainder of the year and for the subsequent two fiscal years. The certification, along with accompanying documents are referred to as the Interim Report.

RECOMMENDED ACTION:

Board of Directors approve the First Interim Report 2021-2022.

PACIFIC CHARTER INSTITUTE

First Interim

2021-22

1401 El Camino Avenue

Sacramento, CA 95815

866-992-9033

Pacific Charter Institute
First Interim
2021-22

Revenues:

- LCFF revenues have been based on the FCMAT LCFF calculator.
- Title I revenues have been budgeted for Heritage Peak and Rio Valley.
- Lottery revenue is budgeted at \$200 per ADA.
- Special Education revenues are based on 40% of projected expenditures for Heritage Peak. All other schools are based on approximately \$500 per ADA.
- Certain revenues recorded in 2020-21 have been carried forward to 2021-22 in restricted fund balance.

ADA Projections:

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Heritage Peak	1,003	1,003	1,003
Rio Valley	774	774	774
Valley View	611	611	611
Sutter Peak	535	535	535

Expenditures:

- Salary schedule increases are reflected in the budget for classified staff and administration.
- Stipends are budgeted for certificated staff other than administration. These stipends will be funded by one-time revenues recorded in 2020-21 and 2021-22.
- Instructional supplies and services are budgeted at two levels depending on services received. \$2,700 or \$400 per student.
- EPA funds are budgeted to cover teacher salaries.
- Special Education expenditures are budgeted to exceed revenues received. Required contributions for Heritage Peak - \$761,664, for Rio Valley - \$541,885, for Valley View - \$214,424, and for Sutter Peak - \$163,305.
- District Oversight Fee – 1 percent of LCFF Funding.
- Professional Development Fee – 3 percent of LCFF Funding for Sutter Peak.
- Facility Fee – 2 percent of LCFF Funding for Heritage Peak.
- PCI administrative costs of \$4,469,499 have been allocated to the schools based on projected ADA.
- Certain instructional and special education costs incurred by Heritage Peak have been allocated to the schools. Instructional costs of \$1,447,905 have been allocated based on ADA and unduplicated counts. Special education costs of \$1,766,647 have been allocated based on student count.

Fund Balance:

Fund balance is projected to be \$9,866,336 at June 30, 2022. Of this amount, \$1,717,245 is reserved for economic uncertainties, \$2,597 is reserved for restricted programs, and the unappropriated portion of fund balance at June 30, 2022, is projected to be \$8,146,494.

Multi-Year Projection:

The Multi-Year Projection reflects the ADA figures presented above.

LCFF Revenues have been based on the FCMAT LCFF calculator.

Step increases have been included in the future projections.

STRS and PERS employer contribution rates are budgeted to increase in future years.

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
First Interim
2021-22

	Heritage Peak			Rio Valley	Valley View	Sutter Peak	Combined
	Admin.	School Operations	Combined				
Revenues:							
LCFF Sources		\$10,072,197	\$10,072,197	\$8,004,116	\$5,690,143	\$5,155,667	\$28,922,123
Federal		590,630	590,630	483,814	244,730	230,743	1,549,917
State		230,610	230,610	180,067	135,535	120,466	666,678
Local		507,776	507,776	396,439	368,519	322,325	1,595,060
Other Financing Sources	\$ -	0	0	0	0	0	0
	0	11,401,213	11,401,213	9,064,436	6,438,927	5,829,202	32,733,778
Expenditures:							
Certificated Salaries	363,643	7,605,806	7,969,449	2,915,873	1,846,385	1,904,212	14,635,919
Classified Salaries	1,520,898	541,866	2,062,764	277,065	195,140	142,387	2,677,356
Employee Benefits	823,958	2,444,734	3,268,692	1,122,356	655,512	547,040	5,593,601
Books & Supplies	85,000	1,253,651	1,338,651	914,259	841,778	913,448	4,008,136
Services	1,676,000	1,461,455	3,137,455	1,445,418	1,197,047	948,189	6,728,108
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	302,166	302,166	80,041	113,345	206,227	701,779
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:							
Administrative	(4,469,499)	1,533,666	(2,935,832)	1,183,507	934,267	818,057	0
Instructional	0	(1,447,905)	(1,447,905)	681,239	391,921	374,744	0
Special Education	0	(1,766,647)	(1,766,647)	883,324	462,693	420,630	0
	0	11,928,793	11,928,793	9,503,082	6,638,089	6,274,935	34,344,899
Excess	0	(527,580)	(527,580)	(438,646)	(199,162)	(445,733)	(1,611,121)
Fund Balance, Beginning	0	4,966,535	4,966,535	3,436,061	843,045	2,231,816	11,477,457
Fund Balance, Ending	\$0	\$4,438,955	\$4,438,955	\$2,997,415	\$643,883	\$1,786,083	\$9,866,336
Components of Ending Fund Balance:							
Designated Amounts:							
Reserve for Economic Uncertainty		\$596,440	\$596,440	\$475,154	\$331,904	\$313,747	\$1,717,245
Restricted		2,597	2,597	0	0	0	2,597
Unappropriated	0	3,839,919	3,839,919	2,522,260	311,979	1,472,336	8,146,494
	\$0	\$4,438,955	\$4,438,955	\$2,997,415	\$643,883	\$1,786,083	\$9,866,336

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance

	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
<u>Revenues:</u>			
LCFF Sources	\$28,922,123	\$29,723,586	\$30,610,910
Federal	1,549,917	630,240	630,240
State	666,678	666,678	666,678
Local	1,595,060	1,634,617	1,685,454
Other Financing Sources	0	0	0
	<u>32,733,778</u>	<u>32,655,121</u>	<u>33,593,282</u>
<u>Expenditures:</u>			
Certificated Salaries	14,635,919	13,937,850	14,499,001
Classified Salaries	2,677,356	2,483,766	2,607,954
Employee Benefits	5,593,601	5,747,566	6,329,573
Books & Supplies	4,008,136	3,741,031	3,741,031
Services	6,728,108	5,942,585	5,942,585
Capital Outlay	0	0	0
Other Outgo	701,779	718,473	738,337
Debt Service - Principal	0	0	0
Debt Service - Interest	0	0	0
	<u>34,344,899</u>	<u>32,571,270</u>	<u>33,858,481</u>
Excess	(1,611,121)	83,851	(265,199)
Fund Balance, Beginning	11,477,457	9,866,336	9,950,187
Fund Balance, Ending	<u>\$9,866,336</u>	<u>\$9,950,187</u>	<u>\$9,684,988</u>
<u>Components of Ending Fund Balance:</u>			
Designated Amounts:			
Reserve for Economic Uncertainty	\$1,717,245	\$1,628,563	\$1,692,924
Restricted	2,597	2,597	2,597
Unappropriated	8,146,494	8,319,027	7,989,467
	<u>\$9,866,336</u>	<u>\$9,950,187</u>	<u>\$9,684,988</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
First Interim
2022-23

	<u>Heritage Peak</u>			<u>Rio Valley</u>	<u>Valley View</u>	<u>Sutter Peak</u>	<u>Combined</u>
	<u>Admin.</u>	<u>School Operations</u>	<u>Combined</u>				
Revenues:							
LCFF Sources		\$10,329,733	\$10,329,733	\$8,278,680	\$5,841,907	\$5,273,266	\$29,723,586
Federal		263,501	263,501	222,654	77,750	66,335	630,240
State		230,610	230,610	180,067	135,535	120,466	666,678
Local		520,369	520,369	406,271	377,658	330,319	1,634,617
Other Financing Sources		0	0	0	0	0	0
	<u>0</u>	<u>11,344,213</u>	<u>11,344,213</u>	<u>9,087,672</u>	<u>6,432,850</u>	<u>5,790,386</u>	<u>32,655,121</u>
Expenditures:							
Certificated Salaries	\$363,644	7,232,092	7,595,736	2,880,834	1,853,660	1,607,620	13,937,850
Classified Salaries	1,491,943	496,194	1,988,137	212,787	168,769	114,073	2,483,766
Employee Benefits	649,455	2,704,900	3,354,356	1,082,767	707,850	602,593	5,747,566
Books & Supplies	85,000	1,151,651	1,236,651	830,154	841,778	832,448	3,741,031
Services	1,476,000	1,308,150	2,784,150	1,301,500	1,115,350	741,585	5,942,585
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	309,892	309,892	82,787	114,863	210,931	718,473
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:							
Administrative	(4,066,042)	1,395,224	(2,670,818)	1,076,674	744,212	849,932	0
Instructional	0	(1,491,342)	(1,491,342)	701,676	403,679	385,987	0
Special Education	0	(1,819,647)	(1,819,647)	909,823	476,574	433,249	0
	<u>0</u>	<u>11,287,116</u>	<u>11,287,116</u>	<u>9,079,002</u>	<u>6,426,734</u>	<u>5,778,417</u>	<u>32,571,270</u>
Excess	0	57,097	57,097	8,669	6,116	11,969	83,851
Fund Balance, Beginning	0	4,438,955	4,438,955	2,997,415	643,883	1,786,083	9,866,336
Fund Balance, Ending	<u>\$0</u>	<u>\$4,496,052</u>	<u>\$4,496,052</u>	<u>\$3,006,084</u>	<u>\$649,999</u>	<u>\$1,798,052</u>	<u>\$9,950,187</u>
Components of Ending Fund Balance:							
Designated Amounts:							
Reserve for Economic Uncertainty		\$564,356	\$564,356	\$453,950	\$321,337	\$288,921	\$1,628,563
Restricted		2,597	2,597	0	0	0	2,597
Unappropriated	0	3,929,100	3,929,100	2,552,134	328,662	1,509,131	8,319,027
	<u>\$0</u>	<u>\$4,496,052</u>	<u>\$4,496,052</u>	<u>\$3,006,084</u>	<u>\$649,999</u>	<u>\$1,798,052</u>	<u>\$9,950,187</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
First Interim
2023-24

	Heritage Peak			Rio Valley	Valley View	Sutter Peak	Combined
	Admin.	Operations	Combined				
Revenues:							
LCFF Sources		\$10,636,777	\$10,636,777	\$8,518,038	\$6,021,146	\$5,434,949	\$30,610,910
Federal		263,501	263,501	222,654	77,750	66,335	630,240
State		230,610	230,610	180,067	135,535	120,466	666,678
Local		536,552	536,552	418,906	389,404	340,592	1,685,454
Other Financing Sources		0	0	0	0	0	0
	0	11,667,440	11,667,440	9,339,665	6,623,835	5,962,342	33,593,282
Expenditures:							
Certificated Salaries	\$381,826	7,521,376	7,903,202	2,996,068	1,927,806	1,671,925	14,499,001
Classified Salaries	1,566,540	521,004	2,087,544	223,426	177,207	119,777	2,607,954
Employee Benefits	720,896	2,975,681	3,696,576	1,191,213	778,855	662,930	6,329,573
Books & Supplies	85,000	1,151,651	1,236,651	830,154	841,778	832,448	3,741,031
Services	1,476,000	1,308,150	2,784,150	1,301,500	1,115,350	741,585	5,942,585
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	319,103	319,103	85,180	116,655	217,398	738,337
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:							
Administrative	(4,230,262)	1,451,575	(2,778,687)	1,120,158	774,270	884,259	0
Instructional		(1,536,082)	(1,536,082)	722,726	415,789	397,566	0
Special Education		(1,874,236)	(1,874,236)	937,118	490,871	446,247	0
	0	11,838,221	11,838,221	9,407,544	6,638,581	5,974,134	33,858,481
Excess	0	(170,781)	(170,781)	(67,879)	(14,747)	(11,792)	(265,199)
Fund Balance, Beginning	0	4,496,052	4,496,052	3,006,084	649,999	1,798,052	9,950,187
Fund Balance, Ending	\$0	\$4,325,271	\$4,325,271	\$2,938,205	\$635,252	\$1,786,260	\$9,684,988
Components of Ending Fund Balance:							
Designated Amounts:							
Reserve for Economic Uncertainty		\$591,911	\$591,911	\$470,377	\$331,929	\$298,707	\$1,692,924
Restricted		2,597	2,597	0	0	0	2,597
Unappropriated	0	3,730,763	3,730,763	2,467,828	303,323	1,487,553	7,989,467
	\$0	\$4,325,271	\$4,325,271	\$2,938,205	\$635,252	\$1,786,260	\$9,684,988

Heritage Peak Charter School
Statement of Revenues, Expenditures and Changes in Fund Balance
First Interim
2021-22

	Adopted Budget	First Interim
<u>Revenues:</u>		
LCFF Sources	\$10,611,004	\$10,072,197
Federal	245,009	590,630
State	239,785	230,610
Local	449,056	507,776
Other Financing Sources	0	0
	11,544,854	11,401,213
<u>Expenditures:</u>		
Certificated Salaries	7,873,352	7,605,806
Classified Salaries	488,585	541,866
Employee Benefits	2,477,600	2,444,734
Books & Supplies	1,907,173	1,253,651
Services	1,355,934	1,461,455
Capital Outlay	0	0
Other Outgo	318,330	302,166
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	1,434,898	1,533,666
Instructional	(1,383,466)	(1,447,905)
Special Education	(1,632,694)	(1,766,647)
	12,839,712	11,928,793
Excess	(1,294,858)	(527,580)
Fund Balance, Beginning	5,824,727	4,966,535
Fund Balance, Ending	\$4,529,869	\$4,438,955
<u>Components of Ending Fund Balance:</u>		
Designated Amounts:		
Reserve for Economic Uncertainty	\$641,986	\$596,440
Restricted	0	2,597
Unappropriated	3,887,883	3,839,919
	\$4,529,869	\$4,438,955

**Heritage Peak Charter School
Revenue Detail
First Interim
2021-22**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$4,432,503
EPA	8012	1400	4,044,453
In-Lieu Property Taxes	8096	0000	1,595,241
Total Revenue Limit			10,072,197
<u>Federal:</u>			
Title I Part A	8290	3010	263,501
ESSER II	8290	3216	108,857
GEER II	8290	3217	24,984
ESSER III	8290	3218	70,962
ESSER III	8290	3219	122,326
			590,630
<u>State:</u>			
Mandate Block Grant	8550	0000	30,010
Lottery	8560	1100	200,600
Total State Revenue			230,610
<u>Local:</u>			
Special Education	8792	6500	507,776
Total Local Revenue			507,776
<u>Other Financing Sources:</u>			
			0
			\$11,401,213

Rio Valley Charter School
Statement of Revenues, Expenditures and Changes in Fund Balance
First Interim
2021-22

	<u>Adopted Budget</u>	<u>First Interim</u>
<u>Revenues:</u>		
LCFF Sources	\$8,716,129	\$8,004,116
Federal	192,786	483,814
State	189,837	180,067
Local	420,000	396,439
	<u>9,518,752</u>	<u>9,064,436</u>
<u>Expenditures:</u>		
Certificated Salaries	3,253,971	2,915,873
Classified Salaries	148,822	277,065
Employee Benefits	1,183,115	1,122,356
Books & Supplies	1,434,194	914,259
Services	1,398,423	1,445,418
Capital Outlay	0	0
Other Outgo	87,161	80,041
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	1,143,818	1,183,507
Instructional	651,129	681,239
Special Education	899,061	883,324
	<u>10,199,695</u>	<u>9,503,082</u>
Excess	(680,943)	(438,646)
Fund Balance, Beginning	3,994,914	3,436,061
Fund Balance, Ending	<u>\$3,313,971</u>	<u>\$2,997,415</u>
<u>Components of Ending Fund Balance:</u>		
Revolving Cash		
Designated Amounts:		
Reserve for Economic Uncertainty (5%)	\$509,985	\$475,154
Restricted	0	0
Unappropriated	2,803,986	2,522,260
	<u>\$3,313,971</u>	<u>\$2,997,415</u>

Rio Valley Charter School
Revenue Detail
First Interim
2021-22

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$3,498,059
EPA	8012	1400	2,927,562
In-Lieu Property Taxes	8096	0000	1,578,495
Total Revenue Limit			<u>8,004,116</u>
 <u>Federal:</u>			
Title I Part A	8290	3010	222,654
ESSER II	8290	3216	86,905
GEER II	8290	3217	19,945
ESSER III	8290	3218	56,652
ESSER III	8290	3219	97,658
Total Federal Revenue			<u>483,814</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	25,267
Lottery	8560	1100	154,800
Total State Revenue			<u>180,067</u>
 <u>Local:</u>			
Special Education	8792	6500	396,439
Total Local Revenue			<u>396,439</u>
			<u><u>\$9,064,436</u></u>

Valley View Charter Prep
Statement of Revenues, Expenditures and Changes in Fund Balance
First Interim
2021-22

<u>Revenues:</u>	<u>Adopted Budget</u>	<u>First Interim</u>
LCFF Sources	\$5,451,592	\$5,690,143
Federal	74,823	244,730
State	130,231	135,535
Local	354,647	368,519
	<u>6,011,293</u>	<u>6,438,927</u>
 <u>Expenditures:</u>		
Certificated Salaries	1,891,053	1,846,385
Classified Salaries	239,353	195,140
Employee Benefits	645,444	655,512
Books & Supplies	828,160	841,778
Services	1,150,432	1,197,047
Capital Outlay	0	0
Other Outgo	132,516	113,345
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	803,543	934,267
Instructional	335,864	391,921
Special Education	359,624	462,693
	<u>6,385,989</u>	<u>6,638,089</u>
 Excess	 (374,696)	 (199,162)
 Fund Balance, Beginning	 859,427	 843,045
 Fund Balance, Ending	 <u>\$484,731</u>	 <u>\$643,883</u>
 <u>Components of Ending Fund Balance:</u>		
Revolving Cash		
Designated Amounts:		
Reserve for Economic Uncertainty (5%)	\$319,299	\$331,904
Restricted	0	0
Unappropriated	165,431	311,979
	<u>\$484,731</u>	<u>\$643,883</u>

**Valley View Charter Prep
Revenue Detail
First Interim
2021-22**

<u>LCFF Sources:</u>	<u>Object</u>	<u>Resource</u>	
LCFF	8011	0000	\$5,491,122
EPA	8012	1400	122,200
In-Lieu Property Taxes	8096	0000	76,821
Total Revenue Limit			<u>5,690,143</u>
 <u>Federal:</u>			
Special Education	8181	3310	77,750
ESSER II	8290	3216	55,565
GEER II	8290	3217	12,753
ESSER III	8290	3218	36,222
ESSER III	8290	3219	62,440
Total Federal Revenue			<u>244,730</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	13,335
Lottery	8560	1100	122,200
Total State Revenue			<u>135,535</u>
 <u>Local:</u>			
Special Education	8792	6500	368,519
Total Local Revenue			<u>368,519</u>
			<u><u>\$6,438,927</u></u>

Sutter Peak Charter Academy
Statement of Revenues, Expenditures and Changes in Fund Balance
First Interim
2021-22

	Adopted Budget	First Interim
<u>Revenues:</u>		
LCFF Sources	\$5,914,495	\$5,155,667
Federal	75,952	230,743
State	136,809	120,466
Local	371,126	322,325
	6,498,383	5,829,202
<u>Expenditures:</u>		
Certificated Salaries	2,025,106	1,904,212
Classified Salaries	149,865	142,387
Employee Benefits	547,205	547,040
Books & Supplies	998,467	913,448
Services	1,040,526	948,189
Capital Outlay	0	0
Other Outgo	236,580	206,227
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	841,807	818,057
Instructional	396,473	374,744
Special Education	374,009	420,630
	6,610,037	6,274,935
Excess	(111,655)	(445,733)
Fund Balance, Beginning	1,902,378	2,231,816
Fund Balance, Ending	\$1,790,723	\$1,786,083
<u>Components of Ending Fund Balance:</u>		
Designated Amounts:		
Reserve for Economic Uncertainty	\$330,502	\$313,747
Restricted	0	0
Unappropriated	1,460,221	1,472,336
	\$1,790,723	\$1,786,083

**Sutter Peak Charter Academy
Revenue Detail
First Interim
2021-22**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$4,857,800
EPA	8012	1400	107,000
In-Lieu Property Taxes	8096	0000	190,867
Total Revenue Limit			<u>5,155,667</u>
<u>Federal:</u>			
Special Education	8181	3310	66,335
ESSER II	8290	3216	54,709
GEER II	8290	3217	12,556
ESSER III	8290	3218	35,664
ESSER III	8290	3219	61,479
			<u>230,743</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	13,466
Lottery	8560	1100	107,000
Total State Revenue			<u>120,466</u>
<u>Local:</u>			
Special Education	8792	6500	322,325
Total Local Revenue			<u>322,325</u>
<u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$5,829,202</u>



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #6/3– Educator Effectiveness Grant

Background:

One-time funding provided to county offices of education, school districts, charter schools, and state special schools to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness.

RECOMMENDED ACTION:

Board of Directors approve the Educator Effectiveness Grant.



Pacific Charter Institute

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BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #6/4- New PCI Board of Directors Appointment- Alpana Carey

Background:

With the resignation of a PCI Board Member the PCI Board will nominate and vote in a new board member in accordance with PCI bylaws.

RECOMMENDED ACTION:

Board of Directors approve a new PCI board member.

ALPANA S. CAREY

alpana1202@gmail.com • (209) 612 9881 • Tracy CA 95304

PROFILE SUMMARY

Accomplished Leader, Educator and Administrator with proven experience in helping educational institutions achieve success with strategic thinking, as well as tactical delivery via innovative solutions.

Experience includes playing leadership roles such as Independent Study (IS) Coordinator and administrator in-charge, influential and motivating roles such as Mentor and Coach for teachers and students, key liaison with external organizations such as State administrative bodies, teaching subjects up to 12th grade and working at the grassroot level with high-school students.

- Natural Leader with strong managerial skills, deep teacher / student empathy and a proven track record to think creatively, identify issues, structure problems and create innovative solutions
- Unique value proposition with proven experience working and building strong relationships with high-school students and positively influencing their educational growth and success
- Very comfortable in working with diverse groups of people (ethnically, culturally, economically, etc.)
- Strong inter-personal skills and
- Deep expertise in the education domain
- Broad experience in Online, Brick and Mortar as well as Hybrid environments

EDUCATION CREDENTIALS

- Clear Administrative Credential (Teachers College of San Joaquin, 2019)
- M.A.: Major - School Administration (CSU Stanislaus, 2017)
- Preliminary Administrative Credential (CSU Stanislaus, 2016)
- Clear Teaching Credential in Single Subject - Chemistry (UCSD, 2011)
 - Additionally, authorized to teach multiple subjects: Intro to Life Science, General Science and Physical Science to K-12, including preschool and adult school
- Clear Cross-Cultural, Language and Academic Development Certificate (UCSD, 2011)
- Preliminary Teaching Credential (University of Lucknow, 1987)
- M.S. in Organic Chemistry (University of Lucknow, 1986)
- B.S. in Chemistry, Biology (University of Lucknow, 1984)

PROFESSIONAL EXPERIENCE

DELTA CHARTER SCHOOLS

2012-Present

I joined Delta Charter Schools as an Educational Coordinator (EC) to teach Chemistry. During the last eight years, I contributed to the growth of the schools playing various critical teaching and administrative roles such as online/onsite/hybrid science teacher, IS Coordinator, Dean of General Education, administrator in-charge etc. as well as taking on additional responsibilities of being a coach and a mentor, science coordinator, etc. Some of my key achievements are below:

Delta Charter High School (DCHS, Delta Charter Online (DCO), Delta Keys (DK) and Delta Bridges

- Coordinator, Independent Study (IS)

ALPANA S. CAREY

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- Provide overall thought leadership and direction to the IS program and success of students at every stage right from enrollment through the education and graduation
- Developed the structure and artifacts for the execution of the program, such as Education Coordinator Manual/Handbook for new IS teachers
- Led the school in the absence of the Principal and the Assistant Principal; Performed in site supervision responsibilities and implementation of school programs, policies and procedures in accordance with educational mandates and school service standards

- Dean, General Education
 - Oversaw Local Control and Accountability Plan (LCAP) for multiple Charter Schools under Delta Charter umbrella including Delta Charter Online (DCO), Delta Keys (DK) and Delta Empire (DE)
 - Performed LCAP procedures including organizing multiple stakeholder meetings, collecting surveys, analyzing data, and presenting the data to the stakeholders
 - Supervised online teachers, organized onsite/skype staff and stakeholder meetings, organized award ceremonies for students to recognize success of online students

- Coach and Mentor Student Teachers and Interns
 - Provide on-site coaching, mentorship and educational support to student teachers enrolled in colleges
 - Assist the Faculty Supervisors in monitoring student progress
 - Assist Deputy Superintendent of Curriculum and Instruction in ensuring success of the mentor program

- Administered, California State Testing (CAASPP and CAST)
 - Administer the testing at the site level

- Training Lead
 - Administer the Edgenuity training for onsite/online teachers
 - Train teachers and administer NWEA MAP testing

- Science Coordinator
 - Enabled success of STEM (Science, Technology, Engineering, Mathematics) program by efficiently planning and executing activities between the four schools
 - Set a new program with the City of Tracy to recycle hazardous chemical waste to protect the local agricultural land and population and environment at large

- Teacher
 - Teach Chemistry and Biology
 - Create lesson plans, prepare and deliver lectures, create and supervise laboratory activities for students, evaluate student performance, maintain classroom records, meet with parents, teachers and other professionals, and participate in campus events

- Assistant to the Principal, WASC (Western Association of Schools and Colleges) visits
 - Completed Section D for WASC collaboratively with team of four staff members
 - Completed self-study visiting committee report collaboratively with team of four staff members

- Manager, Satellite Offices
 - Managed satellite offices for DCO and DK located in Modesto and Stockton

ALPANA S. CAREY

alpana1202@gmail.com • (209) 612 9881 • Tracy CA 95304

ASPIRE PUBLIC SCHOOL

2011-2012

- Science Teacher
 - Taught 11th grade Chemistry, 8th grade Physical Science, and 10th grade AVID
 - Created lesson plans, prepared and delivered lectures, created and supervised laboratory activities for students, evaluated student performance, maintained classroom records, met with parents, teachers and other professionals, and participated in campus events

STALLWORTH CHARTER SCHOOL (DLSSCSI)

2009-2011

- Lead Science Teacher
 - Taught Chemistry, Biology, Physical Science and electives to grades 9-12
 - Created lesson plans, preparing and delivering lectures, creating and supervising laboratory activities for students, evaluating student performance, maintaining classroom records, meeting with parents, teachers and other professionals and participating in campus events
- Coordinator, California English Language Development Test (CELDT)
 - Organized, delivered, coordinated and evaluated the services and staff of the EL Program/English Learner Support
 - Provided instructional leadership/professional development focused upon meeting the needs of the district's English language learners and the implementation of the new ELD standards
 - Developed and provided leadership to the district's implementation of the English Learner Master Plan
 - Built leadership capacity to support the specific needs of English learners, provided oversight to the English learner program evaluation and to ensure effective implementation of the district's instructional initiatives to support the district's goal of providing a high quality education for all students with a specific focus on English Learners

CHINAR PUBLIC SCHOOL, INDIA

1988-1991

- High School Chemistry Teacher
 - Taught Chemistry to 11th grade

EXTRA-CURRICULAR & VOLUNTEER ACTIVITIES

- Assistant Leader, Boy Scouts of America (Cub Scout)
- Assistant Leader, Girl Scouts of the USA (Brownie)
- Co-leader, Destination Imagination (led team to World Level Competition)
- Volunteer Parent, Bravo Music
- Volunteer Parent, Art Masterpiece
- Volunteer Parent, Young Audiences



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #6/5- New PCI Board of Directors Appointment- Martha Melendez-Quadros

Background:

With the resignation of a PCI Board Member the PCI Board will nominate and vote in a new board member in accordance with PCI bylaws.

RECOMMENDED ACTION:

Board of Directors approve a new PCI board member.

Martha Melendez-Quadros

5040 Filbert Avenue
Fair Oaks, CA 95628
916-807-4590
Marthaquad60@gmail.com

Objective

Enhance my capacity around assessments for English Learners

Work Experience

Program Manager, EL	San Juan Unified School District	Sacramento	2013-2021
Coordinator Parent Involvement	San Juan Unified School District	Sacramento	2010-2013
Founding Principal/Director	Language Academy of Sacramento Charter Dual Language Immersion	Sacramento	2004-2010
Vice Principal	Coyote Ridge Elementary School	Roseville	2002-2004
Vice Principal	Fruit Ridge Elementary School	Sacramento	1998-2002
Special Assignment ELD Support	Center for Research & Teach Excellence	Sacramento	Aug. 98 Dec. 98
Dual Immersion Teacher	Fruit Ridge Elementary	Sacramento	1995-1998
Bilingual Teacher	Bowling Green Elementary	Sacramento	1993-1995

Education

Professional Administrative Clear Credential, California State University, Sacramento
Multiple Subject Teaching Credential, Bilingual: Spanish Emphasis CSUS
Bachelor of Arts in Child Development. California State University, Sacramento

Program Development –English Learner

- Oversight of ELPAC training and testers across the San Juan Unified School District
- Received training for the Summative ELPAC Summative
- Participated in the administration of the field ELPAC online test
- Administered the ELPAC Initial assessment during the summer 2019
- Developed ELPAC parent orientation video
- Authored the district's Title III Plan to align with English Language Development (ELD) Standards and English Language Arts, ELD Framework
- Co-authored the secondary ELD Course Pathway
- Conducted progress monitoring at school sites across the district
- Led and facilitated monthly District English Advisory Committee (DELAC) meetings
- Hired and supervised bilingual instructional assistants (BIA) and district interpreters Arabic, Spanish, Russian and Farsi to support students
- Co-authored the restructuring plan focusing on student and teacher services
- Coordinated the Federal Program Monitoring process. Oversight of Refugee, Indian Ed and Title III budgets

Teaching & Learning – Instructional Leadership

- Coached, supervised and evaluated classified and certificated staff
- Established a culture of continuous improvement for all teaching staff
- Created a climate of shared responsibility and site based decision making among all staff

- Partnered with California State University Sacramento professors to provide professional development trainings and student teachers
- Developed an interview process and team to select prospective employees

Family Engagement

- Created parent Welcome videos in multiple languages used for newcomer families
- Authored the ELPAC parent orientation videos
- Developed, planned, organized and implemented family engagement activities
- Facilitated parent workshops

Budgeting, Fiscal Management, Policy

- Monitored Title III, RSIG, EL related LCFF funds, and Indian Education budgets
- Authored and was awarded the Foreign Language Assistance Grant (FLAP), Title VII mini grants, Technology grant, the Governor's Library Grant, California Charter Facilities Grant and charter start-up grant
- Prepared reviewed, analyzed and monitored annual budgets on a regular basis. Established internal controls and managed a balanced budget
- Reported, interpreted and applied district and school wide policies, rules, regulations related to Title I under the No Child Left Behind initiative, Title III, Indian ED and RSIG

Advocacy

- Collaborated and developed positive relationships with sponsoring district staff, neighboring schools and community stakeholders. Developed a community network for marketing purposes.
- Completed a 40-hour program, *English Learner Legacy and Leadership Institute (ELLLI)* studying in depth an analysis of EL politics, history, and its implications for students and their academic success led by advocates and Laurie Olsen.



Pacific Charter Institute

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BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #7.1- PCI Organizational Update

Background:

PCI Organizational Update - Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep, Sutter Peak Charter Academy – Dr. Paul Keefer, Executive Director, will present an Organizational Update for PCI.

RECOMMENDED ACTION:

No Action is necessary.



Pacific Charter Institute

Heritage Peak Charter School • Rio Valley Charter School • Valley View Charter Prep • Sutter Peak Charter Academy

BOARD OF DIRECTORS MEETING

DATE: December 9, 2021

AGENDA ITEM: #8/1 – Beth Kay, PCI Board Member, service ending December 31, 2021

Background:

Pacific Charter Institute would like to recognize and thank Beth Kay for her commitment, dedication, and service to Pacific Charter Institute. Beth Kay has been a valued member and part of the PCI board since 2015.
