



Pacific Charter Institute

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

Board of Directors

John Brennan Rex Fortune, Ph.D. Beth Kay Judy Miller
Joshua Modiln Jean-Paul Prentice Kevin Smith-Fagan

Regular Meeting of the Board of Directors Thursday, June 10, 2021 9:30 a.m.

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors (“Board”) and employees of Pacific Charter Institute shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at <https://zoom.us/j/97076546765>

You may also call in using the Zoom phone number: US: +1 669 900 6833

Meeting ID: 970 7654 6765

Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the Board may be reviewed by any interested persons on the Pacific Charter Institute’s website along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling 866-992-9033, ext. 3000. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

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.

4. PUBLIC HEARING

1. 2021-2022 LCAP: Heritage Peak Charter School- Mr. Scott Stack, Director
2. 2021-2022 LCAP: Rio Valley Charter School- Ms. Leslie Leedy, Director
3. 2021-2022 LCAP: Sutter Peak Charter Academy- Ms. Heather Marshall, Director
4. 2021-2022 LCAP: Valley View Charter Prep- Mr. John Mittan, Director
5. PCI 2021-2022 Adopted Budgets-2020/2021 Estimated Actuals for Heritage Peak Charter; Rio Valley Charter School; Valley View Charter Prep; Sutter Peak Charter Academy- Mr. Larry Pastore, Corporate Accountant

5. Reports/Communications

1. SB 359 Status Report 9th Grade Math Placements- Mr. Tim Ribota, Director of Student Services
2. PCI Student Achievement Strategic Agility Goals: The PCI School Directors

6. Business Items

1. PCI Site Based Charter School Approval- Mr. Romyl Mabanta, Site Leader, and Ms. Laura Kerr

7. Closed Session

1. Public Employee Performance Evaluation (Certificated) - Executive Director (G.C. 54957)

8. Announcement of Action(s) Taken in Closed Session

9. Business Items

1. Required Oral Report Regarding Executive Director Employment Agreement Compensation – Dr. Rex Fortune, PCI Board President
2. Approval of Executive Director Employment Agreement for 2021-2022 School Year

10. Future Meetings: June 14, 2021

11. Adjournment

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Executive Director, 866-992-9033, ext. 3000 at least 24 hours before the scheduled board meeting. [Government Code §54954.2] [Americans With Disabilities Act of 1990, §202].



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #4/1 – 2021-2022 LCAP: Heritage Peak Charter School

Background:

Mr. Scott Stack, Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.



Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Introduction: Heritage Peak Charter School (HPCS) is authorized by the Twin Rivers Unified School District. The school has been operational for over 15 years. The current enrollment is 1044 students. The school serves TK-12th grades through a variety of home school/independent study models utilizing three resource centers. The school is governed by Pacific Charter Institute's (a non-profit) Board of Directors and is an active member of California Charter Schools Association, Charter School Development Center, and APLUS+ advocacy groups. During the 2014-15 school year, Heritage Peak was awarded a 6-year accreditation by the Western Association of Schools and Colleges (WASC). In October 2019, the Twin Rivers School Board voted unanimously to renew the Charter for another 5 years.

Our significant student demographics consist of 14.6% Special Education, 9.4% EL (predominantly Spanish and Russian/Ukrainian speakers), 49.8 Socio-economically disadvantaged, 0.1% Foster Youth and 3.3% Homeless groups. The student population at HPCS consists of 24.3% Hispanic, 6.5% African-American, 1.3% First Nation, 3.8% Asian, and 2.7% combined Pacific Islanders. Consistently, these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC, and individual Site Plans.

We continue to focus on decreasing our cohort dropout rates and increasing our graduation rates (91.7%). HPCS graduation rates remain above both our authorizing agency, Twin Rivers Unified School District (85.3%), and the State levels of accountability (86.6%) as reported on the California Schools Dashboard for 2020.

Demographic Snapshot:

HPCS Spring of 2021

14.6% Special Education

49.8% Socio-economically disadvantaged

20.1% ELL or RFEP

58.3% White, 24.3% Hispanic, 6.5% African American, and 10.9% Other

Goals

The following strategic focuses align with the Vision and Mission of Heritage Peak Charter School:

1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainability and flexibility to serve students
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase HPCS's visibility and contributions to education through partnerships and sharing of best practices.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on state indicators, Heritage Peak Charter School has identified our greatest progress was overall improvement in math, (6.5 points) as demonstrated by the most recent available CAASPP scores (2019). This is supported by district assessment data as well. Reviewing Winter to Winter assessment results in NWEA/MAP, for performance bands 60%+, HPCS has seen student performance in Mathematics improve from 21% to 23% to 34% in school years 2017-18, 2018-19, and 2019-20, respectively. Similarly, student performance in Reading has also increased from 39% to 43% to 49%, over the same three year span. Growth in significant subgroups is also evident, and can be attributed to increased tutoring, Exact Path interventions, and expanded class offerings.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Heritage Peak Charter School's overall academic performance was not identified in the colored performance categories on the Dashboard in Math or ELA due to the 19-20 and 20-21 suspension of the CAASPP (SBAC). Based on LCFF Evaluation Rubrics and the review of local performance indicators, Heritage Peak has identified needs for:

- (1) the continued progress monitoring of academic achievement for ELA and Math in grades 3-8,
- (2) Progress monitoring of the oral reading fluency for grades K-2, and
- (3) the professional development for teachers in the area of writing to improve the overall writing performance of students in grades K-8 as identified by district rubrics.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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 and career in a manner most beneficial to individual student needs. The school actively mentors new students, supporting them to become competitive 21st century-ready individuals. Our LCAP plan is designed to support every learner both academically and social emotionally. All Heritage Peak students, including those in identified subgroups (14.6% SPED, 6.5% African American, 24.3% Hispanic, 49.8% Socio-economically disadvantage, 9.4% EL,) will continue to improve proficiency in the Common Core Standards for Mathematics and English Language Arts. Additionally and specifically, all 2nd grade cohort students at HPCS will achieve benchmark status as measured at end-of-year local measures (such as DIBELS) by the 2023-2024 school and students in cohort grades 3-8 students will reach proficiency as measure by district writing rubrics. At Heritage Peak Charter School, we believe that every child can learn.

Comprehensive Support and Improvement

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

Schools Identified

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

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Director of Heritage Peak Charter School (HPCS) has held multiple LCAP meetings with stakeholders, including parents, pupils, teachers, other school personnel, and other school administrators. At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Heritage Peak Charter School surveys all its stakeholders, 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 were reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings were taken regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific stakeholder groups.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan.

What program is your child enrolled in?

About FACE 24

Homeschool GUILD 18

HELM 5

Rio Linda - Homeschool 8

Rio Linda - Independent Study 10

Vacaville - Homeschool 33

Vacaville - Independent Study 14

West Sacramento - Homeschool 8

West Sacramento - Independent Study 8

Grand Total 128

What is your relationship to Heritage Peak Charter School?

Caregiver 1

Guardian 4

Parent / Step-parent 120

Grand Total 125

What is your race/ethnicity?

American Indian or Alaskan Native 5

Asian or Pacific Islander 11
Black or African American 3
Hispanic or Latinx 7
Prefer not to answer 14
Two or more races 18
White / Caucasian 61
Grand Total 119

My child.....
Is Designated as an English Language Learner 26
Is a Foster Youth 2
Receives special education services 16
Not applicable 75

Heritage Peak Charter School identified several academic performance goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children?

Early Literacy Development: K-2 students
Important 55
Not important 33
Somewhat Important 18
Grand Total 106

Intervention support for grades 3-11 in Math and ELA
Important 69
Not important 19
Somewhat Important 27
Grand Total 115

Writing Development in grades 3-11
Important 82
Not important 6
Somewhat Important 29
Grand Total 117

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). HPCS is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children?

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.
Important 82
Important, Not important 1

Not important, somewhat important 1
Not important 3
Somewhat important 31
Grand Total 118

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.
Important 38
Important, Somewhat important 1
Not important 30
Somewhat important 47
Somewhat important, Not important 2
Grand Total 118

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.
Important 75
Important, Somewhat important 3
Not important 8
Somewhat important 30
Somewhat important, Not important 1
Grand Total 117

Parental involvement: measures the schools efforts to seek parent input in making decisions for the school.
Important 86
Important, Somewhat important 1
Not important 5
Somewhat important 26
Grand Total 118

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.
Important 46
Important, Somewhat important 1
Not important 31
Somewhat important 40
Grand Total 118

Student achievement: measures assessment data, college readiness, and language proficiency.
Important 62
Not important 8

Somewhat important 48
Grand Total 118

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.
Important 50
Not important 27
Somewhat important 41
Grand Total 118

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.
Important 57
Important, Somewhat important 1
Not important 15
Somewhat important 45
Grand Total 118

Are you satisfied how HPCS supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)
English Language Learners
Not applicable 56
Satisfied 24
Very Satisfied 33
Grand Total 113

Low-income students
Not applicable 59
Satisfied 25
Very Satisfied 24
Unsatisfied 1
Grand Total 109

Homeless/Foster Youth
Not applicable 65
Satisfied 18
Very Satisfied 21
Unsatisfied 1
Grand Total 105

How satisfied are you that HPCS prepares every student for college and career?

Not applicable 25
Satisfied 46
Unsatisfied 1
Very Satisfied 49
Very Unsatisfied 1
Grand Total 122

Are you satisfied with the work HPCS does to keep students on track towards high school graduation?

Not applicable 24
Satisfied 42
Unsatisfied 1
Very Satisfied 55
Grand Total 122

How satisfied are you with the work HPCS has done to establish and sustain positive relationships between staff, families, and students?

Prefer not to answer 4
Satisfied 36
Unsatisfied 2
Very Satisfied 80
Grand Total 122

Overall, how satisfied are you with HPCS and your child's educational experience?

Prefer not to answer 1
Satisfied 41
Unsatisfied 1
Very Satisfied 79
Grand Total 122

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Accessibility to all programs for all students is of great priority for Heritage Peak's stakeholders. With an expansive core curriculum, online and virtual classes, on-site and virtual tutors, mobile lending libraries, as well as technology, the goal of the stakeholders requires all students to be able to participate in each program(s) offered.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Instructional Support	Site-based class offerings, Virtual class offerings, VOLTs class offerings, adoption of Schoolwide LMS (Schoology), Writing Improvement Initiative, Academic Toolkit, Carolina Science/PLTW	\$700,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Intervention	Common core aligned interventions	\$85,457.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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) and 65.3% of 2nd grade students met benchmark criteria on a measure of oral reading fluency (ORF-WC).				All 2nd grade cohort students in HPCS will improve toward benchmark status as measured by end-of-year local measures (such as DIBELS) by the 2023-2024.

Actions

Action #	Title	Description	Total Funds	Contributing
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.		Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.		Yes
2	Baseline and summative writing	Cohort students will complete an independent text-based writing task in response to a prompt that will be evaluated by a team of teachers		Yes

Action #	Title	Description	Total Funds	Contributing
	assessments for Writing Intensive cohort	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.		
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.		Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Park Days, Enrichment Activities, Field Trips, School Assemblies	Students and families will engage in activities outside of their typical school experience to increase school engagement.	\$195,322.00	Yes
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.	\$40,166.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.65%	\$1,021,649

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For Goal 1 - Actions 1 and 2, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 2 - Action 1, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 3 - Actions 1, 2, and 3, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For Goal 4 - Actions 1 and 2, the needs of foster youth, English learners, and low-income students were considered by targeting additional instructional supports, plans for improving and enhancing parent and family engagement opportunities, and continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster

Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for academic supports for completing credits, which will lead towards successful graduation.

To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to:

- Additional services for social-emotional support
- Professional development and curriculum for English learners
- Continuously evolving CTE program designed to promote college and career readiness
- Early monitoring and interventions for struggling potential graduates

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs. The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school's proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outlined in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,021,649.00				\$1,021,649.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$775,530.00	\$246,119.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Increased Instructional Support	\$700,704.00				\$700,704.00
1	2	English Learners Foster Youth Low Income	Intervention	\$85,457.00				\$85,457.00
2	1	English Learners Foster Youth Low Income	Progress Monitoring					
3	1	English Learners Foster Youth Low Income	Writing Intensive classes for struggling 4th - 8th graders					
3	2	English Learners Foster Youth Low Income	Baseline and summative writing assessments for Writing Intensive cohort					
3	3	English Learners Foster Youth Low Income	On-going Professional Learning on Writing Instruction					
4	1	English Learners Foster Youth Low Income	Park Days, Enrichment Activities, Field Trips, School Assemblies	\$195,322.00				\$195,322.00
4	2	English Learners Foster Youth Low Income	Mobile Lending Libraries	\$40,166.00				\$40,166.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,021,649.00	\$1,021,649.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,021,649.00	\$1,021,649.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increased Instructional Support	Schoolwide	English Learners Foster Youth Low Income	All Schools 3 through 11	\$700,704.00	\$700,704.00
1	2	Intervention	Schoolwide	English Learners Foster Youth Low Income	All Schools 1 through 11	\$85,457.00	\$85,457.00
2	1	Progress Monitoring	Schoolwide	English Learners Foster Youth Low Income	All Schools Kindergarten through 2		
3	1	Writing Intensive classes for struggling 4th - 8th graders	Schoolwide	English Learners Foster Youth Low Income	All Schools Grades 4 through 8		
3	2	Baseline and summative writing assessments for Writing Intensive cohort	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3	On-going Professional Learning on Writing Instruction	Schoolwide	English Learners Foster Youth Low Income	All Schools		
4	1	Park Days, Enrichment Activities, Field Trips, School Assemblies	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$195,322.00	\$195,322.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	Mobile Lending Libraries	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,166.00	\$40,166.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Heritage Peak Charter School	Scott Stack Director	scott.stack@pacificcharters.org 916-931-9643

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Students at Heritage Peak, including those in numerically significant subgroups, will show measurable progress in mathematics on state mandated assessments or Edmentum DAT or LEA Benchmark Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

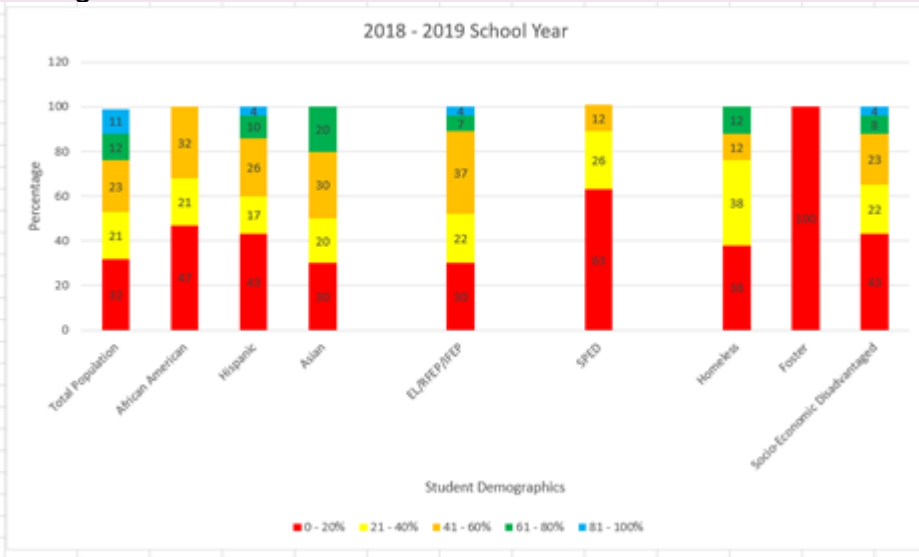
Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The use of NWEA/MAP Scores for grades 3-8, 11th. Spring 2019/2020 CAASPP Scores, or internal Math Benchmarks aligned to State Standards will be used to monitor student progress.</p> <p>19-20 Winter to Winter students identified as not proficient in math including those in numerically significant subgroups, will show continued progress toward proficiency in mathematics on state mandated assessments, NWEA/MAP, or LEA Benchmark Assessment.</p>	<p>The graphs below indicate student performance measured on NWEA/MAP Winter to Winter assessment cycles. As indicated in the charts below, total student population in the 60%+ performance bands increased by 1%. Worth noting is the significant change in numbers of students assessing - 247 students in 2018-2019 vs 379 in 2019-2020 School Years, a 50% increase in student population in these grade bands. When further disaggregating the data by ethnicity, in the 2018-2019 school year, 100% of our African/American population performed at or below the 60% performance band. However, in school year 2019-2020, 17% of this population assessed at 61%+ on the same assessment. Similar gains are noted in both Hispanic and Asian student population groups. In the Non-English Only student group (EL, RFEP, IFEP), more students assessed at or above 60% in 2019-2020 than in the previous school year. Students receiving Special Education Services during the 2018-19 School Year all assessed at or below the 60% performance band. However, during the 2019-2020 School Year, data suggests students improved performance, reducing raw percentage of students in the 0 - 20% and 21 - 40% bands, while increasing raw percentage in</p>

Expected

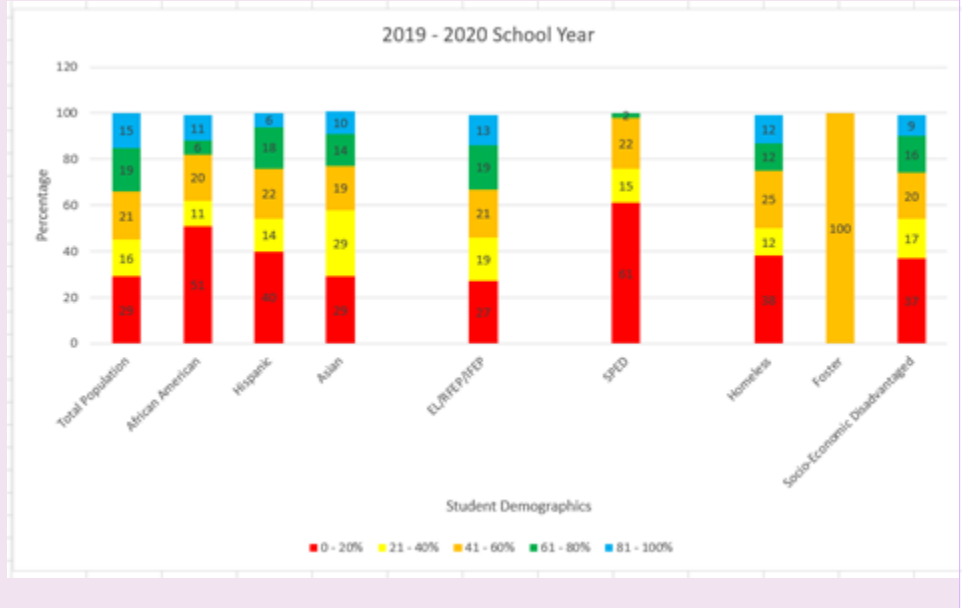
Baseline

20% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient during Spring 2018 SBAC testing. The goal would be to grow 5% on CAASPP or exceed 28% NWEA/MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.



Actual

the 41 - 60% and 61 - 80% performance bands. Similar growth patterns are evident in the Homeless and Socio-Economically Disadvantaged student groups. The Foster subgroup does not represent a significant group (population = 1), but is included here for reference.



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.0 All incoming 9th grade students will be assessed under the current SB-359 for recommended course placement in mathematics.</p> <p>1.1 Use of NWEA-MAP (for all 3-11th grade students)</p> <p>1.2 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels.</p> <p>1.3 The use of content specialists will be used to provide math instruction for grades 6-12th grade students through direct instruction or via virtual classrooms.</p>	<p>There is no additional cost to support 1.1 0000: Unrestricted 0</p> <p>Annual Subscription cost for NWEA Testing. 4000-4999: Books And Supplies Supplemental and Concentration \$9,786.00</p> <p>Annual Illuminate Contract for Supporting Student Data and Benchmark tests. 4000-4999:</p>	<p>There is no additional cost to support 1.1 0000: Unrestricted \$0.00</p> <p>Annual Subscription cost for NWEA Testing. 4000-4999: Books And Supplies Supplemental and Concentration \$9,786.00</p> <p>Annual Illuminate Contract for Supporting Student Data and Benchmark tests. 4000-4999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Books And Supplies Supplemental and Concentration \$0.00</p> <p>Supports 3 Math and 3 Science Content Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$334,000.00</p> <p>Dean of Academics 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$114,000.00</p>	<p>Books And Supplies Supplemental and Concentration \$0.00</p> <p>Supports 3 Math and 3 Science Content Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$334,000.00</p> <p>Dean of Academics 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$114,000.00</p>
<p>1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.</p> <p>1.2.1 The use of Edmentum or Compass Learning products will be available for all students as deemed applicable.</p> <p>1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for HPCS 7-12th grade students.</p> <p>1.2.3 Support for a Virtual Learning Coordinator</p> <p>1.2.4 The use of Next Gen. math program will be used for Grades K-8th as a math supplemental</p>	<p>Online programs support through Edmentum Learning. 4000-4999: Books And Supplies Supplemental and Concentration \$77,714</p> <p>Support for virtual hardware or software associated to distance learning. 4000-4999: Books And Supplies Supplemental and Concentration \$2500.00</p> <p>This would be 'Stipend' amount used to support all teachers and staff training or accessing the Virtual Learning Platform. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000.00</p> <p>Online support program aligned to common core standards for mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00</p>	<p>Online programs support through Edmentum Learning. 4000-4999: Books And Supplies Supplemental and Concentration \$77,714.00</p> <p>Support for virtual hardware or software associated to distance learning. 4000-4999: Books And Supplies Supplemental and Concentration \$2,500.00</p> <p>Stipend used to support all teachers and staff training or accessing the Virtual Learning Platform. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,000.00</p> <p>Online support program aligned to common core standards for mathematics 4000-4999: Books And Supplies Supplemental and Concentration \$8,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.3 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction. Teachers will attend AVID Professional Development that is designed to increase student engagement and learning.</p>	<p>Used for PD for Math content teachers in either HELM, IS or Homeschool support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000.00</p> <p>Used for PD for Project Lead the Way 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000.00</p> <p>Used for AVID PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,000.00</p>	<p>Used for PD for Math content teachers in either HELM, IS or Homeschool support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000.00</p> <p>PD for Project Lead the Way 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,000.00</p> <p>AVID PD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$56,000.00</p>
<p>An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:</p> <p>1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 3 HPCS resource centers and 3 home-school programs.</p> <p>1.4.2 All six HPCS programs will identify and use a staff member that will provide support for EL students through additional instruction, 1-1, small group or whole group instruction using EL best practice instructional strategies coordinated with the PCI EL Coordinator.</p>	<p>Use of a PCI EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000.00</p> <p>One staff member from each program will provide EL support for identified students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000.00</p> <p>Staffing for EL Support Class 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,695.00</p>	<p>Use of a PCI EL Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000.00</p> <p>One staff member from each program will provide EL support for identified students. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000.00</p> <p>Staffing for EL Support Class 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,695.00</p>
<p>1.5 Heritage Peak Charter school will provide facilities for an equitable learning environment for all students with an emphasis on unduplicated students, foster-homeless youth and EL status</p>	<p>Facilities 5000-5999: Services And Other Operating Expenditures LCFF 136,000.00</p>	<p>Facilities 5000-5999: Services And Other Operating Expenditures LCFF \$136,000.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.6 Certificated and classified staff all work together at HPCS for to provide a quality educational environment for all students including Special Education students, English Learners, Foster and Homeless Youth and other students undesignated.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were expended according to plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, all students at Heritage Peak Charter School, including students in significant subgroups experienced growth in mathematics as evidenced in Winter to Winter assessment data during the 2018-2019 to 2019-2020 school years. In January, 2019, HPCS began using Edmentum's ExactPath product for intervention. Students performing below 59% were assigned tasks in ExactPath, staff and administration used program reports to monitor progress, and additional supports were provided to students as evidenced by lack of progress in the program. Total population improvement of 1% translates to 15 students improving to proficient levels of performance for school year 2019-2020.

Goal 2

Goal 2. Students at Heritage Peak including those in numerically significant subgroups, will show measurable progress In reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

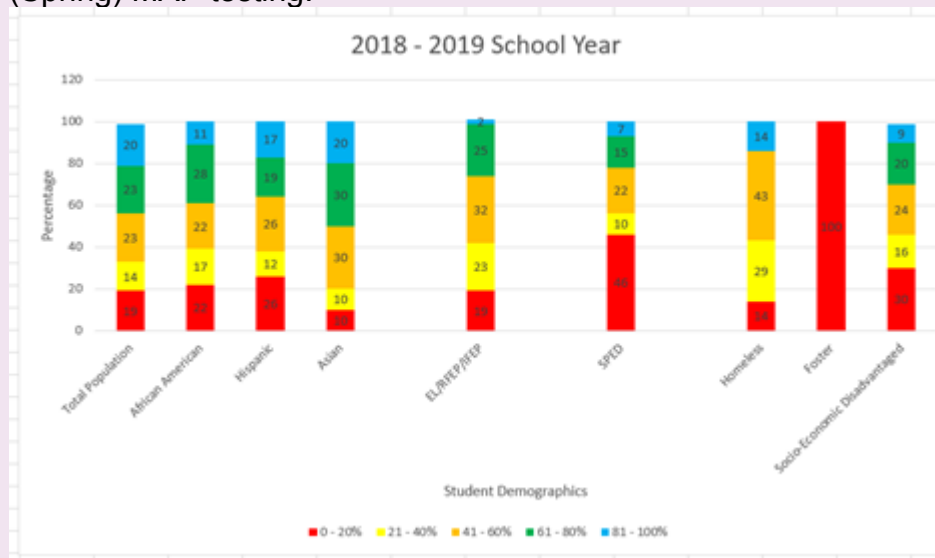
Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The use of NWEA_MAP Fall to Winter Scores for grades 3-8,11th. Spring 2018 CAASPP Scores, or internal Reading Benchmarks aligned to State Standards will be used to monitor student progress.</p> <p>19-20 Fall to Spring cohort students identified as not proficient in reading including those in numerically significant subgroups, will show a 5% progress toward proficiency In reading on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.</p>	<p>The graphs below indicate student performance measured on NWEA/MAP Winter to Winter assessment cycles. As indicated in the charts below, total student population in the 60%+ performance bands increased by 6%. Worth noting is the significant change in numbers of students assessing - 247 students in 2018-2019 vs 379 in 2019-2020 School Years, a 62% increase in student population in these grade bands. When further disaggregating the data by ethnicity, in the 201-2020 school year, there is a slight increase (4%) of our African/American population performing in the lowest performance band. However, overall percentage of students in this population assessing at 61%+ improved from 39% in 2018-19 School Year to 43% in 2019-20 School Year. In the 60%+ performance bands, our Hispanic population displayed more significant gains (+7%), however our Asian student population declined (1%) in these same performance bands. More alarming, and consequently identifying a need for deeper analysis is the increase in this student group performing in the lower 40% (20% in 2018-19 vs 33% in 2019-20). In the Non-English Only student group (EL, RFEP, IFEP), 3%</p>

Expected

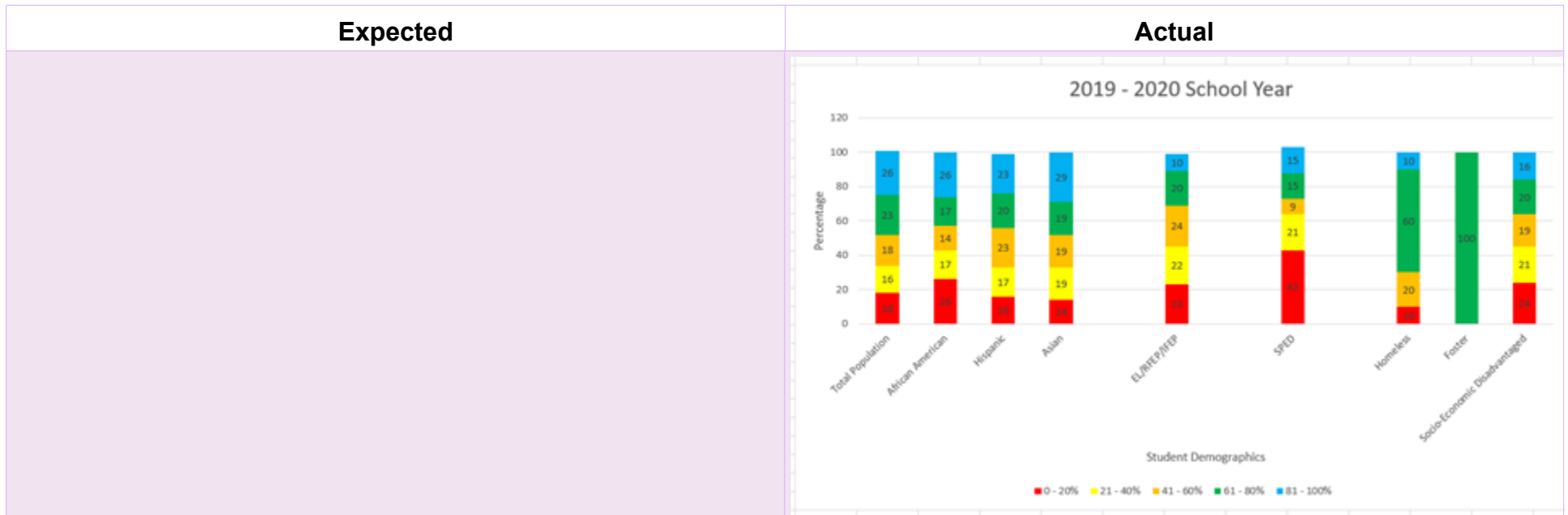
Baseline

38% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. Multi-Year Cohort Comparison Report (shown below) reflect a slight improvement in cohort performance versus 'All-Student' performance. The baseline would be to make measurable improvements on SBAC, or exceed 45% NWEA-MAP growth by 5% for all students grades 3-11th that take Winter (Spring) MAP testing.



Actual

more students assessed at or above 60% in 2019-2020 than in the previous school year. Mirroring their Asian counterparts, this student group also indicates an increase in students performing in the 0-40% performance bands (42% to 45%). However, students performing in the 41-60% band decreased (32% to 24%), with students migrating both to upper as well as lower performance bands. Additional research will be conducted to identify specific students and determine root cause. Seventy-eight percent of students receiving Special Education Services during the 2018-19 School Year assessed at or below the 60% performance band, compared to 70% (rounded) in the 2019-2020 School Year. While raw numbers of students reported as Homeless are small, the percentage increase in this subgroup trends closely with total tested student population from the two testing cycles. In 2018-19, Homeless population was 7, or 2.9% of total tested student population versus 10 Homeless students in 2019-2020 School Year, or 2.5% of the total tested population. With that context in mind, Homeless students showed significant improvement in 2019-2020, with 70% of these students performing at or above proficient levels, compared to 14% in 2018-2019. Socio-Economically Disadvantaged students also showed significant improvement year to year, recording 29% at or above 80% in 2018-2019 compared to 36% in the same performance bands in 2019-2020. The Foster subgroup does not represent a significant group (population = 1), but is included here for reference.



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 All students grades 3-11th will be assessed 2x yearly using NWEA-MAP testing. Students in K-2 will be assessed using DIBELS during the fall, winter, and spring.</p> <p>2.1.2 Use of NWEA-MAP (for all 3-11th grade students)</p> <p>2.1.3 Use of Illuminate to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels.</p>	<p>(covered in Goal Area 1)</p>	<p>(covered in Goal Area 1)</p>
<p>2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum.</p>	<p>2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum. 1000-1999: Certificated Personnel Salaries</p>	<p>2.2 Teachers will be supported through professional development that is aligned to Common Core Standards and instruction with the use of Study Sync and Journeys core curriculum. 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.3 Prepared pacing guides for the Study Sync Curriculum with pre-determined assessments with benchmarks will be developed for grade 6-12th grade for the 2019-20</p> <p>2.4 Prepared pacing and professional development for the use of the HMH Journeys curriculum will be provided and delivered from the PCI ELA Specialist for the 20110-20 school year.</p>	<p>Supplemental and Concentration \$3,000.00</p> <p>5 staff used to prepare Pacing guides 1000-1999: Certificated Personnel Salaries Other \$2000.00</p>	<p>Supplemental and Concentration \$3,000.00</p> <p>5 staff used to prepare Pacing guides 1000-1999: Certificated Personnel Salaries Other \$2,000.00</p>
<p>2.4 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.</p> <p>2.4.1 The use of Edmentum products will be available for all students as deemed applicable or as needed based on assessment outcomes that show less than proficient status in reading.</p> <p>2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs</p>	<p>2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs 2000-2999: Classified Personnel Salaries Base \$0.00</p>	<p>2.4.2 An online supplemental supports coordinator position will be provided for K-8 support programs 2000-2999: Classified Personnel Salaries Base \$0.00</p>
<p>An internal goal will be that of reclassifying a minimum of 15% of our identified EL students through designated assessments, grades, state testing and NWEA- MAP scores. Students identified as needing EL Supports will be provided additional direct instructional services in the following ways:</p> <p>1.4.1 A PCI EL Coordinator used as TOSA will provide EL Support for 3 HPCS resource centers and 3 home-school programs.</p> <p>1.4.2 All six HPCS programs will identify and use a staff member that will provide site support for EL students through additional instruction, 1-1, small group or whole group instruction using EL best practice instructional strategies coordinated with the PCI EL Coordinator.</p>	<p>(covered in Goal Area 1)</p>	<p>(covered in Goal Area 1)</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were expended according to plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, all students at Heritage Peak Charter School, including students in significant subgroups experienced growth in reading as evidenced in Winter to Winter assessment data during the 2018-2019 to 2019-2020 school years. In January, 2019, HPCS began using Edmentum's ExactPath product for intervention. Students performing below 59% were assigned tasks in ExactPath, staff and administration used program reports to monitor progress, and additional supports were provided to students as evidenced by lack of progress in the program. Total population improvement of 6% translates to 23 students improving to proficient levels of performance for school year 2019-2020.

Goal 3

Goal 3 HPCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four year college acceptance.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual								
<p>Metric/Indicator</p> <p>The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.</p>	<p>The graph below indicates Heritage Peak Charter School continues to outperform both our authorizing agency (Twin Rivers Unified School District) and State of California graduation rates. Although HPCS saw a slight decrease in graduation percentage rates between 2019 (92.5%) and 2020 (91.7%), it should be noted the size of the graduating class is relatively small and as a result a small variance in the number of students graduating may have a significant impact on the overall percentage rate.</p> <p>School Graduation Rate Compared to District and State</p> <table border="1"> <caption>School Graduation Rate Compared to District and State</caption> <thead> <tr> <th>Entity</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Heritage Peak Charter</td> <td>91.7%</td> </tr> <tr> <td>Twin Rivers Unified</td> <td>85.3%</td> </tr> <tr> <td>Statewide</td> <td>86.6%</td> </tr> </tbody> </table>	Entity	Graduation Rate (%)	Heritage Peak Charter	91.7%	Twin Rivers Unified	85.3%	Statewide	86.6%
Entity	Graduation Rate (%)								
Heritage Peak Charter	91.7%								
Twin Rivers Unified	85.3%								
Statewide	86.6%								

Expected	Actual
<p>19-20 The dropout rate associated to cohort matched 9-12th graders will measurably decrease annually. The cohort matched graduation rate for seniors will measurably increase annually. 100% of our graduating students enrolled with us for more than 2 years will successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.</p> <p>Baseline The 2015-16 final report on cohort graduation rate was reported at 78% of eligible seniors graduation on time. We believe our rate for 2016-17 will exceed 82% . Therefore we are striving to meet or exceed 85% for the 2017-18 school year. For the 2018-19 school year, our target graduation rate is 88%.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices.</p> <p>3.1.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.</p> <p>3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies.</p> <p>3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at risk' or needing AB 1806 assistance.</p>	<p>3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices.</p> <p>3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at risk' or needing AB 1806 assistance. 1000-1999: Certificated</p>	<p>3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues. 2.0 Academic Counselors will be utilized to guide 8-12th grade student with academic pathways leading to student graduation and career choices.</p> <p>3.1.4 A 1.0 FTE FY-H outreach counselor will be used to accommodate all students either 'at risk' or needing AB 1806 assistance. 1000-1999: Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries Supplemental and Concentration \$225,323.00 3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies. 4000-4999: Books And Supplies Supplemental and Concentration \$2000.00	Personnel Salaries Supplemental and Concentration \$225,323.00 3.1.3 A family resource and support program that assists with meeting the needs of students that qualify under AB 1806 will be available with school readiness supplies. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000.00
3.2 Broad Course Options that support student learning will consist of the following: 3.2.2 A-G aligned Math Class options that include Pre-Calculus for 4 year Math students. 3.2.5 Minimum of 2 CTE Medical Courses available to students	1.0 CTE Medical Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,967.00	1.0 CTE Medical Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$46,967.00
(see budgeted expenditures 3.1.4)	3.3.2 An outreach Counselor used to assist and coordinate students identified as FY-Homeless. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,827.00	3.3.2 An outreach Counselor used to assist and coordinate students identified as FY-Homeless. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$26,827.00
3.4 Professional Development will be provided to staff and counseling services aligned to CTE, College and Career Readiness, Student Support services. 3.4.1 5 FTE attendance to CASC Conference.	3.4.1 5 FTE attendance to CASC Conf. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4200.00	3.4.1 5 FTE attendance to CASC Conf. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,200.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were expended according to plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were no specific successes or challenges in implementing this goal.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Actions related to In-Person instructional offerings were provided as planned.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As a non-classroom based charter school, Heritage Peak Charter School was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. All enrolled HPCS students adhere to the guidelines of our Master Agreement, which aligns academic goals with direct and indirect instruction. As such, HPCS students continued their learning at home with their parents, under the virtual supervision of their credentialed teacher. All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform. Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible 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 were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were 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 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.

Heritage Peak Charter School offered 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 provided instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes 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 independent study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams. 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 had less experience addressing specific areas of writing, elected to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, Heritage Peak Charter School administered the Exact Path 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 Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home.

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 used 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.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not Applicable - see below			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022,pursuant to Section 43511.)

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As described above, Heritage Peak Charter School does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly checked in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March 2020, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations. (www.tinyurl.com/pcihousing) At the start of the school year, these identified families were checked-in on and supported by staff. In the Fall 2020 semester, multiple trainings for staff professional development were available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training was critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team 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. Additionally, the team focused on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors were responsible for conducting small group sessions to facilitate peer support and connection, attended online ACES training and events. (Tier 2), written and online surveys were sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link was (is) included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team also created a crisis outreach video for students and staff with information on how to get help. Staff continued to receive communication on the importance of self-care, and wellness.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Heritage Peak Charter School has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction. Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Heritage Peak Charter School. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi layered, each offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to

run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any previously unknown technology issues. During the meeting, the teacher was able to provide an introduction to his/herself, the school, school policies, curriculum, synchronous and asynchronous instruction. With both students and parents present, students were able to offer translation to parents who are unable to understand English.

Parents had a separate meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student. Heritage Peak Charter School has three academic counselors dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings. Heritage Peak uses an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition, the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Heritage Peak Charter School utilizes procedures and processes to engage all pupils who utilize distance learning, including:

Computer maintenance procedures

Use of technology tools

Electronic communication norms

How to create, save, and share files

How to access programs and info for each course

Organization & note-taking strategies

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Heritage Peak Charter School is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	\$34,619		Yes
Pupil Learning Loss	Director of Student Services	\$58,749		Yes
Pupil Engagement and Outreach	EL Program Specialist	\$34,619		Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Edmentum Online Applications	\$74,800		Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	SPED Program Support	\$811,601		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between planned actions and the budgeted expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At Heritage Peak Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicates with each family to distribute standards based curriculum, computers and hotspots to students. Various methods of communication including in-person meetings, virtual meetings, electronic surveys, phone, email, and/or text are used to ensure all student needs are met. When the pandemic hit in the Spring of 2020, 100% of students who identified additional need were provided a

computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly during 2020-21. In instances where stakeholder need was not initially met, school administrators were able to work with credentialed and support staff to ensure needs were met. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Based on positive stakeholder input, Heritage Peak Charter School was able to ensure continuity of individualized learning for each student throughout the 2020-2021 school year.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All students will continue to be assessed in math, English and writing throughout the 2021-24 LCAP cycle. 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 participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Teachers. Paramount to the 2021-2024 LCAP plans will be the continued assessment in both fall and winter on the Edmentum Exact Path. Scores from the assessments will be used to increase academic intervention as needed. Teachers will continue to improve their ability to teach writing with continued professional development, use of developed rubrics with students and intensive writing classes for students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system. 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.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,110,012.00	1,118,012.00
	0.00	0.00
Base	0.00	0.00
LCFF	136,000.00	136,000.00
Other	2,000.00	2,000.00
Supplemental and Concentration	972,012.00	980,012.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,110,012.00	1,118,012.00
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	874,012.00	882,012.00
2000-2999: Classified Personnel Salaries	0.00	0.00
4000-4999: Books And Supplies	100,000.00	100,000.00
5000-5999: Services And Other Operating Expenditures	136,000.00	136,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,110,012.00	1,118,012.00
0000: Unrestricted		0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	2,000.00	2,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	872,012.00	880,012.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	100,000.00	100,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	136,000.00	136,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	799,695.00	807,695.00
Goal 2	5,000.00	5,000.00
Goal 3	305,317.00	305,317.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$1,014,388.00	
All Expenditures in Learning Continuity and Attendance Plan	\$1,014,388.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$1,014,388.00	
All Expenditures in Learning Continuity and Attendance Plan	\$1,014,388.00	

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Heritage Peak Charter School
CDS Code:	34765050108415
LEA Contact Information:	Name: Scott Stack Position: Director Phone: 916-931-9643
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$10,110,816
LCFF Supplemental & Concentration Grants	\$939,841
All Other State Funds	\$341,647
All Local Funds	\$504,161
All federal funds	\$496,267
Total Projected Revenue	\$11,452,891

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$11,356,676
Total Budgeted Expenditures in the LCAP	\$939,841
Total Budgeted Expenditures for High Needs Students in the LCAP	\$939,841
Expenditures not in the LCAP	\$10,416,835

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$959,100
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$959,100

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heritage Peak Charter School

CDS Code: 34765050108415

School Year: 2021-22

LEA contact information:

Scott Stack

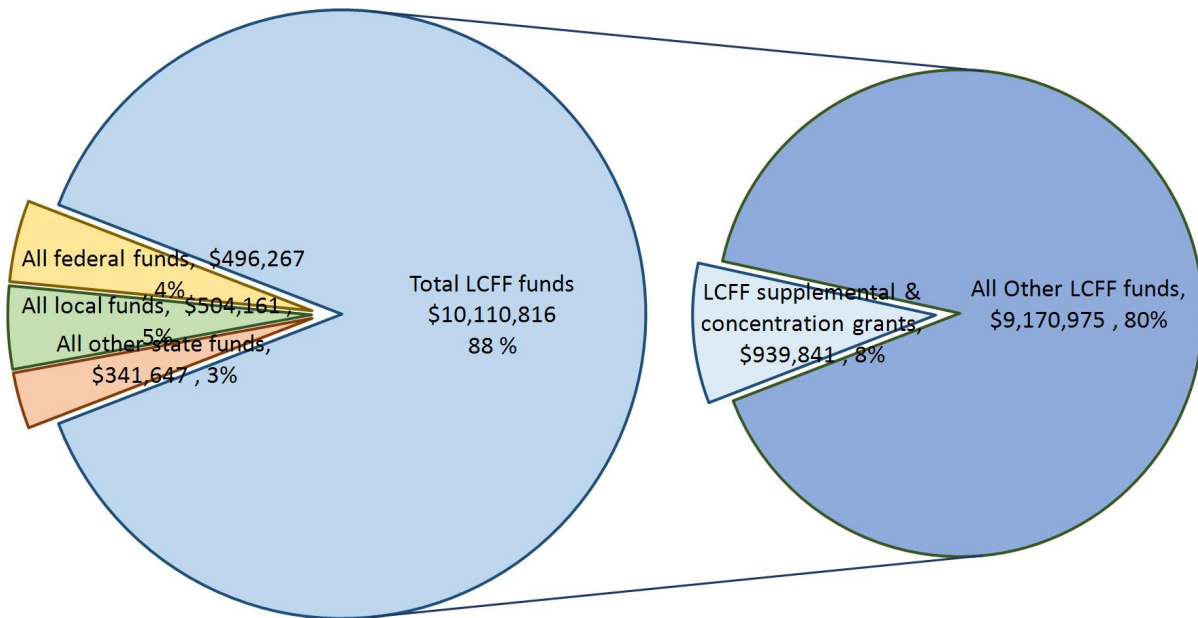
Director

916-931-9643

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

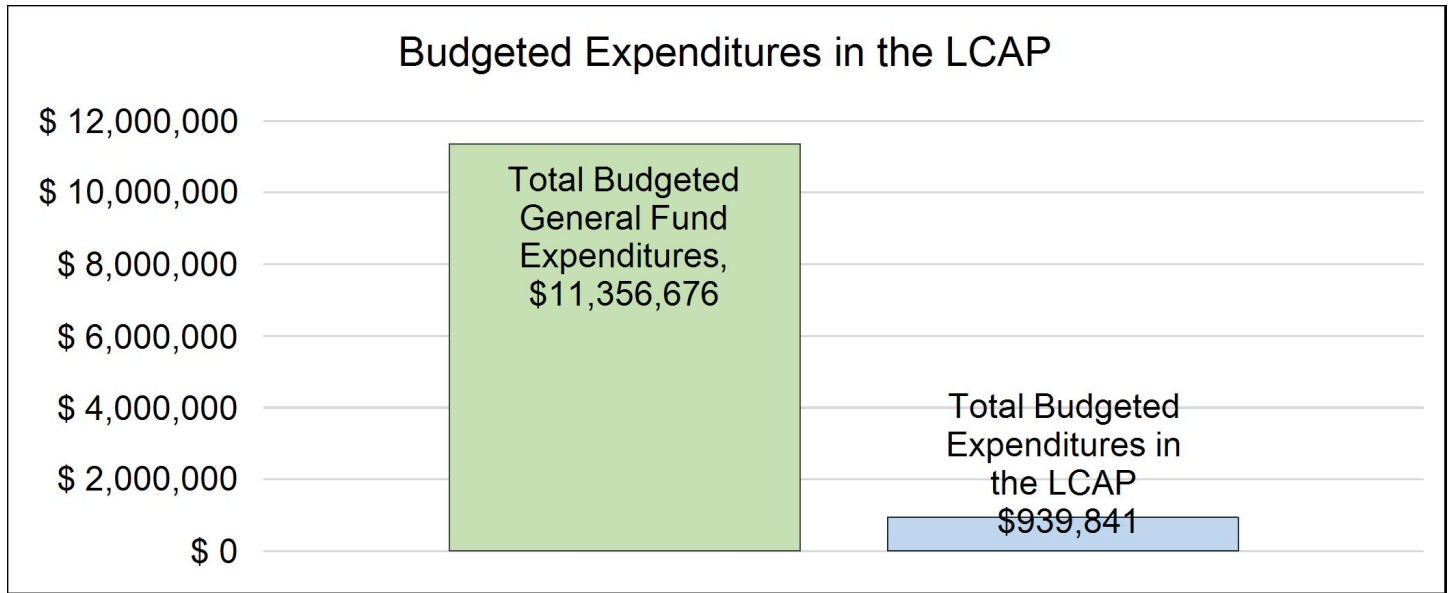


This chart shows the total general purpose revenue Heritage Peak Charter School expects to receive in the coming year from all sources.

The total revenue projected for Heritage Peak Charter School is \$11,452,891, of which \$10,110,816 is Local Control Funding Formula (LCFF), \$341,647 is other state funds, \$504,161 is local funds, and \$496,267 is federal funds. Of the \$10,110,816 in LCFF Funds, \$939,841 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Heritage Peak Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

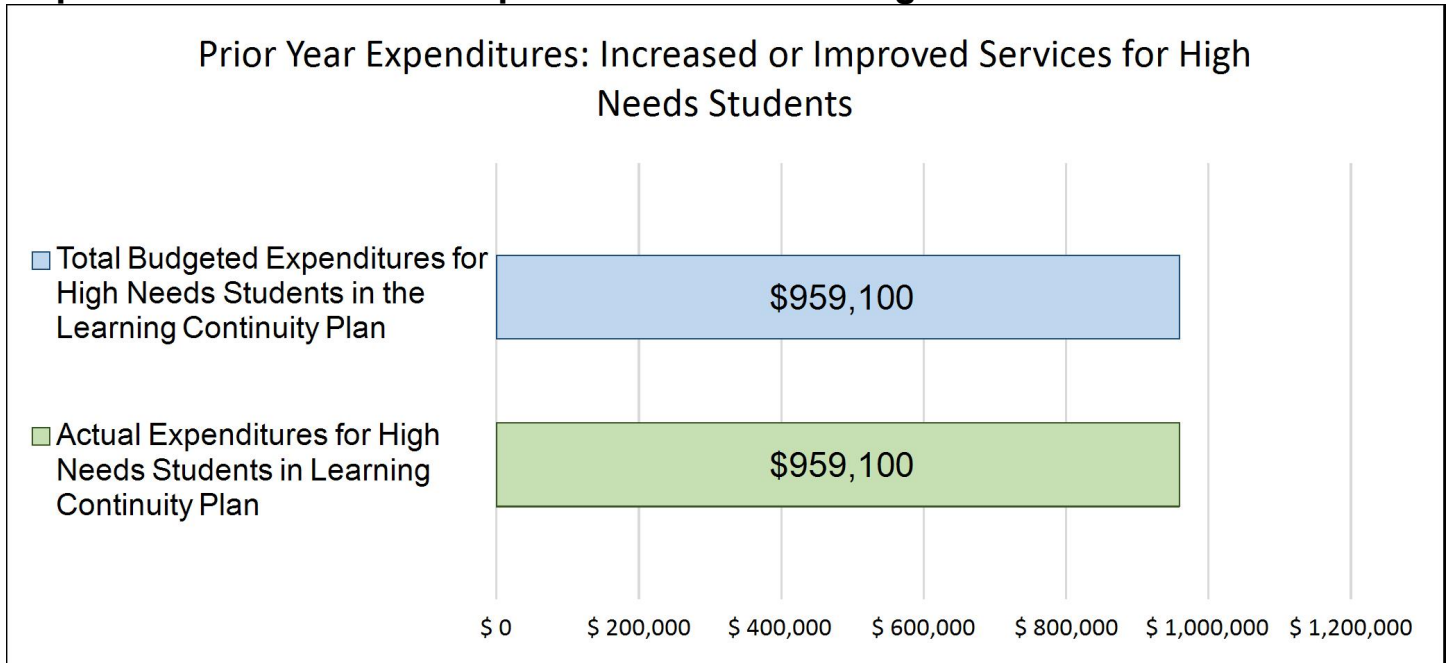
Heritage Peak Charter School plans to spend \$11,356,676 for the 2021-22 school year. Of that amount, \$939,841 is tied to actions/services in the LCAP and \$10,416,835 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Heritage Peak Charter School is projecting it will receive \$939,841 based on the enrollment of foster youth, English learner, and low-income students. Heritage Peak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heritage Peak Charter School plans to spend \$939,841 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Heritage Peak Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Heritage Peak Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Heritage Peak Charter School's Learning Continuity Plan budgeted \$959,100 for planned actions to increase or improve services for high needs students. Heritage Peak Charter School actually spent \$959,100 for actions to increase or improve services for high needs students in 2020-21.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #4/2 – 2021-2022 LCAP: Rio Valley Charter School

Background:

Ms. Leslie Leedy, Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Rio Valley Charter School was authorized by the Lodi Unified School District in 2010 and began serving students in August of the same year. The current ADA is 817 students. The school operates as an independent study charter program serving K-12th grades. In keeping with a independent study model, Rio Valley Charter School maintains three site-based learning facilities. The school is governed by the Pacific Charter Institute (a non-profit) Board of Directors. RVCS is accredited by the Western Association of Schools and Colleges (WASC) and is an active member of California Charter Schools Association and Charter School Development Center. Our significant student demographics consist of 58% Socio-Economically Disadvantaged, 15% Special Education, 5% ELL. 32.5% of the students are of Hispanic ethnicity and 9% are African American students. Consistently, these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC and individual Site Plans. Rio Valley Charter School had no suspensions.

Vision:

Developing educated, responsible citizens, critical problem solvers and lifelong learners who will become active and viable members of their community.

Mission:

Rio Valley Charter School empowers students to experience academic success through standards- based curriculum that is both learner centered as well as developmentally appropriate. Rio Valley Charter School empowers students to take charge of their education by connecting their individual needs and interest to a rigorous learning plan, creating responsible citizens, critical problem solvers, and lifelong learners.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on state indicators, Rio Valley Charter School has identified our greatest progress was overall improvement in math, (13.7 points), and ELA, (5 points) as demonstrated by the most recent available (2019), CAASPP scores. In addition in math the socio-economically disadvantaged, Hispanic, and ELL subgroups all showed gains. Growth can be attributed to increased tutoring, Exact Path interventions, and expanded class offerings.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

After reviewing data on CAASPP it was apparent that while student progress overall showed improvement, specific sub-groups were not part of this trend. In math students with disabilities lost 175.5 points, and in ELA Hispanic students maintained growth from prior years, but all other subgroups declined, (ELL), or declined significantly, (socio-economically disadvantaged and special education). RVCS has increased Exact Path monitoring and expectations, as well as tutoring hours and intervention classes.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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 and career in a manner most beneficial to individual student needs. The school actively mentors new students, supporting them to become competitive 21st century-ready individuals. Our LCAP plan is designed to support every learner both academically and social emotionally. All Rio Valley students, including those in numerically significant subgroups (14% SPED, 9% African American, 32.5% Hispanic, 55.3% Socio-economically disadvantage, 5% EL,) will continue to improve proficiency in the Common Core Standards for Mathematics and English Language Arts. Additionally and specifically, all 2nd grade cohort students in RVCS will achieve benchmark status as measured end-of-year local measures (such as DIBELS) by the 2023-2024 school and students in cohort grades 3-8 students will reach proficiency as measure by district writing rubrics. Finally, RVCS will increase their percentage of students who graduate with the designation of fully prepared. At Rio Valley Charter School, we believe that every child can learn.

Comprehensive Support and Improvement

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

Schools Identified

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

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Director of Rio Valley Charter School (RVCS) has held multiple LCAP meetings with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Rio Valley Charter School surveys all its stakeholders (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 were reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings were taken regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific stakeholder groups.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan.

What program is your child enrolled in?

Row Labels Count of School Program

Broadway 2

Elk Grove 28

Lodi - Homeschool 60

Lodi - Independent Study 16

Grand Total 106

What is your relationship to Rio Valley Charter School?

Row Labels Count

Guardian 6

Parent / Step-parent 100

Grand Total 106

What is your race/ethnicity?

Row Labels Count

American Indian or Alaskan Native 3

Asian or Pacific Islander 8

Black or African American 1
Hispanic or Latinx 16
Prefer not to answer 19
Two or more races 18
White / Caucasian 41
Grand Total 106

My child.....

Labels
Designated as an English Language Learner 18
Is a Foster Youth
Receives special education services 24
Not applicable 64

Rio Valley Charter School identified several academic performance goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children?

Early Literacy Development: K-2 students

Row Labels Count

Important 57

Not important 30

Somewhat Important 8

Grand Total 95

Intervention support for grades 3-11 in Math and ELA

Row Labels Count

Important 72

Not important 19

Somewhat Important 14

Grand Total 105

Writing Development in grades 3-11

Row Labels Count

Important 80

Not important 11

Somewhat Important 14

Grand Total 105

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). RVCS is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children?

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.

Row Labels Count

Important 80

Not important 8

Somewhat important 17

Grand Total 105

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.

Row Labels Count

Important 42

Important, Somewhat important 1

Not important 26

Somewhat important 34

Somewhat important, Not important 1

Grand Total 104

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.

Row Labels Count

Important 83

Not important 5

Somewhat important 18

Grand Total 106

Parental involvement: measures the schools efforts to seek parent input in making decisions for the school.

Row Labels Count

Important 79

Not important 2

Somewhat important 25

Grand Total 106

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.

Row Labels Count

Important 54

Not important 21

Somewhat important 30

Grand Total 105

Student achievement: measures assessment data, college readiness, and language proficiency.

Row Labels Count

Important 65

Not important 7

Somewhat important 31

Grand Total 103

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.

Row Labels Count

Important 53

Not important 22

Somewhat important 28

Grand Total 103

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.

Row Labels Count

Important 58

Not important 16

Somewhat important 31

Grand Total 105

Are you satisfied how RVCS supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)

English Language Learners

Row Labels Count

Not applicable 54

Satisfied 16

Very Satisfied 28

Very Unsatisfied 3

Grand Total 101

Low-income students

Row Labels Count

Not applicable 45

Satisfied 23

Very Satisfied 32
Very Unsatisfied 1
Grand Total 101

Homeless/Foster Youth
Row Labels Count
Not applicable 59
Satisfied 16
Very Satisfied 17
Very Unsatisfied 2
Grand Total 94

How satisfied are you that RVCS prepares every student for college and career?
Row Labels Count
Not applicable 25
Satisfied 27
Unsatisfied 1
Very Satisfied 53
Grand Total 106

Are you satisfied with the work RVCS does to keep students on track towards high school graduation?
Row Labels Count
Not applicable 21
Satisfied 27
Unsatisfied 1
Very Satisfied 57
Grand Total 106

How satisfied are you with the work RVCS has done to establish and sustain positive relationships between staff, families, and students?
Row Labels Count
Prefer not to answer 1
Satisfied 28
Unsatisfied 4
Very Satisfied 70
Very Unsatisfied 3
Grand Total 106

Overall, how satisfied are you with RVCS and your child's educational experience?

Row Labels Count

Satisfied 34

Unsatisfied 5

Very Satisfied 67

Grand Total 106

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Accessibility to all programs for all students is of great priority for Rio Valley's stakeholders. With an expansive core curriculum, online and virtual classes, on-site and virtual tutors, as well as technology, the goal of the stakeholders requires all students to be able to participate in each program(s) offered.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction	The use of content specialists will be used to provide math and science instruction for grades 6-	\$332,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2	Intervention	DIBELS, Exact Path or common core aligned intervention	\$73,777.00	Yes
3	Facilities	Facilities for student learning access will be made available.	\$130,633.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.		Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.		Yes

Action #	Title	Description	Total Funds	Contributing
2	On-going Professional Learning on Writing Instruction	RVCS teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.		Yes
3	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.		Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	RVCS will increase the rate of its percent of prepared students in the graduation cohort.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling	School will provide academic and social -emotional counseling services to students using 3.00 FTE Counselor.	\$348,236.00	Yes
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,	\$109,340.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.88%	994,267.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For goal 1, (actions 1-2), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 2, (action 1), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 3,(actions 1-3), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 4, (actions 1-2), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the FCMAT LCFF calculator, the school has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. Our student population of English learners, students identified as low income, and Foster Youth far exceeds the 55% unduplicated threshold for using our funds schoolwide. The school will expend these funds according to the

identified areas of need for our unduplicated pupils. The largest amount of funding is aimed directly at interventions for academic supports for completing credits, which will lead towards successful graduation.

To better serve our at-risk and highly mobile population, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to additional services for socio-emotional support ,Professional development and curriculum for English learner, and early monitoring and interventions for potential graduates.

The school implements a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs.

The school has calculated the amount it intends to receive in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. The school's proportional percentage has been calculated and we have demonstrated that we have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population, as outline in the LCAP. The LCAP demonstrates that funds are principally directed to the needs of our unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$994,267.00				\$994,267.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$789,857.00	\$204,410.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instruction	\$332,281.00				\$332,281.00
1	2	English Learners Foster Youth Low Income	Intervention	\$73,777.00				\$73,777.00
1	3	English Learners Foster Youth Low Income	Facilities	\$130,633.00				\$130,633.00
2	2	English Learners Foster Youth Low Income	Refine, implement, and monitor progress monitoring and interventions.					
3	1	English Learners Foster Youth Low Income	Writing Intensive classes for struggling 4th - 8th graders					
3	2	English Learners Foster Youth Low Income	On-going Professional Learning on Writing Instruction					
3	3	English Learners Foster Youth Low Income	Baseline and summative writing assessments for Writing Intensive cohort					
4	1	English Learners Foster Youth Low Income	Counseling	\$348,236.00				\$348,236.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income	Academic Dean	\$109,340.00				\$109,340.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$994,267.00	\$994,267.00
LEA-wide Total:	\$994,267.00	\$994,267.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-12	\$332,281.00	\$332,281.00
1	2	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-11	\$73,777.00	\$73,777.00
1	3	Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-12	\$130,633.00	\$130,633.00
2	2	Refine, implement, and monitor progress monitoring and interventions.	LEA-wide	English Learners Foster Youth Low Income	All Schools Students in grades K-2.		
3	1	Writing Intensive classes for struggling 4th - 8th graders	LEA-wide	English Learners Foster Youth Low Income	All Schools 4th-8th grades		
3	2	On-going Professional Learning on Writing Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3	Baseline and summative writing assessments for Writing Intensive cohort	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	1	Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$348,236.00	\$348,236.00
4	2	Academic Dean	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$109,340.00	\$109,340.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Students at Rio Valley Charter School, including those in numerically significant subgroups, will show measurable progress in mathematics on state mandated assessments or NWEA-MAP or LEA Benchmark Assessment.

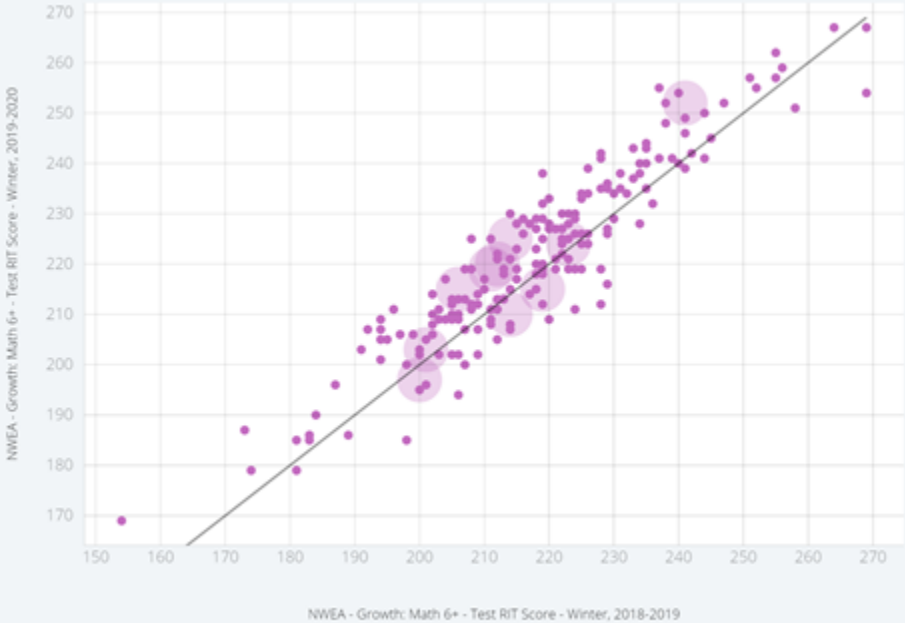
State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The use of NWEA-MAP Fall to Winter Scores for grades 3-8, 11th and Spring 2019 CAASPP Scores will be used to monitor student progress.</p> <p>19-20 The baseline would be to show measurable growth on CAASPP or NWEA-MAP.</p> <p>Baseline As indicated by Winter NWEA- MAP 17% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient. The Spring 2019 CAASPP showed an increase of 13.7 points for all students.</p>	<p>The COVID 19 pandemic impacted the ability to test grades 3-8 and 11 with the state mandated SBAC exam. Therefore, there are no SBAC scores for the 2019-2020 school year. As part of our rigorous assessment and data tracking, all students in grades 3-11 were assessed using the NWEA MAP assessment in the Winter of 2020. At the end of the 2019-2020 school year, the Pacific Charter Leadership team in alignment with Rio Valley Charter School, decided to move from using the NWEA/ MAP assessment to the Edmentum diagnostic, commonly referred to as Exact Path. Both assessments, NWEA and Edmentum use a computer adaptive Common Core test similar to one another and the SBAC assessment. As indicated by Winter NWEA-MAP 19% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient, a</p>

Expected	Actual
	<p>growth of 2%. See below chart for comparison of Winter 2018/19 and Winter 2019/20 data.</p> 

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.0 All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.</p> <p>1.1 Use of NWEA-MAP (for all 3-11th grade students)</p> <p>1.2 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.</p> <p>1.3 Professional Development will be used to target and increase instructional outcomes for improving teachers ability to teach common core math standards.</p> <p>1.4 All teachers trained in Exact Path for math intervention.</p>	<p>This will support 4 FTE Content Specialists in the areas of Math/Science. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$312,617</p> <p>Edmentum, (Exact Path), Avid 4000-4999: Books And Supplies Supplemental and Concentration 50,000</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 Use of Unified Classroom to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels.		
<p>1.2 Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.</p> <p>1.2.1 The use of Exact Path to target intervention.</p> <p>1.2.2 Virtual learning classes that support A-G mathematics or NGSS Science courses will be encompassed as course offerings for RVCS 7-12th grade students.</p> <p>1.2.3 Unified classroom will be utilized to provide standards based instruction and assessment for students in grades K-12.</p> <p>1.2.4 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college.</p>	<p>Online programs support through Edmentum, (Exact Path) 4000-4999: Books And Supplies Supplemental and Concentration \$109,225.00</p>	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were no specific successes or challenges in the implementation of these actions/services.

Goal 2

Goal 2. Students at Rio Valley Charter School including those in numerically significant subgroups, will show measurable progress in reading on state mandated assessments, NWEA-MAP or LEA Benchmark Assessments.

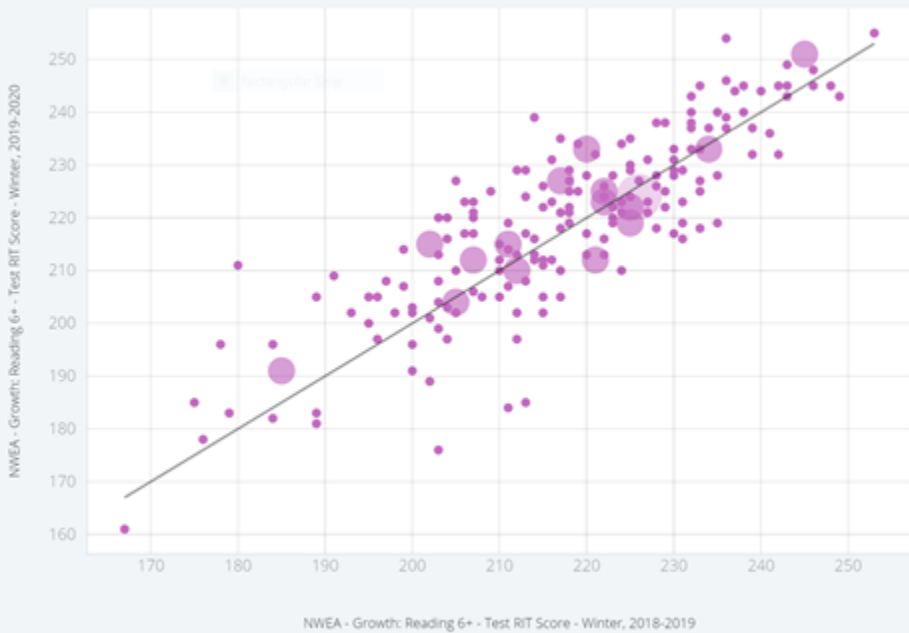
State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The use of NWEA-MAP Winter to Winter Scores for grades 3-8, 11th and Spring 2019 CAASPP Scores will be used to monitor student progress.</p> <p>19-20 Our goal is show measurable growth on the NWEA-MAP or CAASPP.</p> <p>Baseline 37% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient on the winter NWEA-MAP. Spring 2019 CAASPP results showed a gain of 5 points for all students.</p>	<p>The COVID 19 pandemic impacted the ability to test grades 3-8 and 11 with the state mandated SBAC exam. Therefore, there are no SBAC scores for the 2019-2020 school year. As part of our rigorous assessment and data tracking, all students in grades 3-11 were assessed using the NWEA MAP assessment in the Winter of 2020. At the end of the 2019-2020 school year, the Pacific Charter Leadership team in alignment with Rio Valley Charter School, decided to move from using the NWEA/ MAP assessment to the Edmentum diagnostic, commonly referred to as Exact Path. Both assessments, NWEA and Edmentum use a computer adaptive Common Core test similar to one another and the SBAC assessment. As indicated by Winter NWEA-MAP 19% of 3-8th and 11th grade students tested 'meets' or 'exceeds' proficient, a growth of 2%. See below chart for comparison of Winter 2018/19 and Winter 2019/20 data. As indicated by Winter NWEA-MAP 39% of 3-8th and 11th grade students tested 'meets' or 'exceeds'</p>

Expected	Actual
	<p>proficient, a growth of 2%. Due to Covid CAASPP was cancelled so there is no CAASPP data for Spring 2020.</p> 

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 All students grades K-2 will be assessed 3x yearly through Dibels.</p> <p>2.1.2 Use of NWEA-MAP (for all 3-11th grade students)</p> <p>2.1.3 Additional tutoring available for designated students identified as falling at or below the 35%ile on NWEA-MAP testing.</p> <p>2.1.4 Aligning standards based curriculum usage of either Journeys or Study Sync to those students in the testing group that show 'Does Not Meet' in either CAASPP or NWEA ELA (Reading)</p> <p>2.1.5 Use of Unified Classroom to monitor student progress on district benchmarks or assessments associated to ELA classes or grade levels.</p>	<p>This will support 2 FTE Content Specialists in the area of ELA.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 133,034</p> <p>AVID supplies and ELA curriculum</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 27,000</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1.6 The use of content specialists will be used to provide English instruction for grades 6-12 students through direct instruction or virtual classrooms.</p> <p>2.1.7 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college.</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

These were long term goals with no specific successes or challenges in implementation.

Goal 3

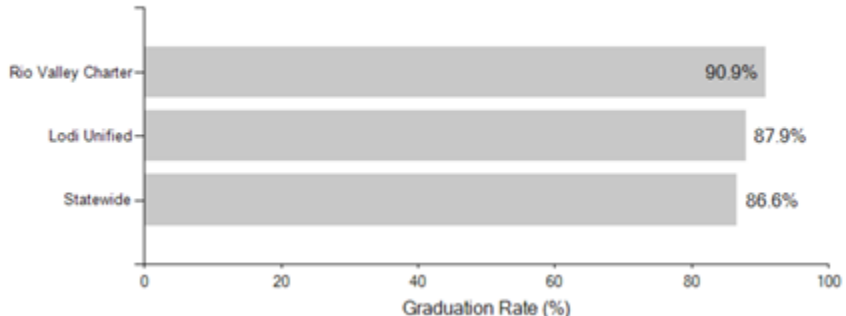
Goal 3: RVCS will reduce drop-out rate, and increase cohort graduation rate along with students eligible for four year college acceptance. An increase of 3 additional CTE offerings will be implemented for the RVCS resource centers and its 9-12th grade student population. A FTE Academic Dean will be hired to provide support to students, counselors, and teachers. An academic community college course will be taught at the Lodi site to increase the number of students completing concurrent enrollment classes.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual								
<p>Metric/Indicator</p> <p>The dropout rate associated to cohort matched 9-12th graders will decrease by 5% annually. The cohort matched graduation rate for seniors will increase by 5% annually. 100% of our graduating students enrolled with us for more than 2 years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.</p>	<p>For the 2020 school year the RVCS grade rate remained consistent with that of the 2019 school year.</p> <p>School Graduation Rate Compared to District and State</p>  <table border="1"> <caption>School Graduation Rate Compared to District and State</caption> <thead> <tr> <th>Entity</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Rio Valley Charter</td> <td>90.9%</td> </tr> <tr> <td>Lodi Unified</td> <td>87.9%</td> </tr> <tr> <td>Statewide</td> <td>86.6%</td> </tr> </tbody> </table>	Entity	Graduation Rate (%)	Rio Valley Charter	90.9%	Lodi Unified	87.9%	Statewide	86.6%
Entity	Graduation Rate (%)								
Rio Valley Charter	90.9%								
Lodi Unified	87.9%								
Statewide	86.6%								

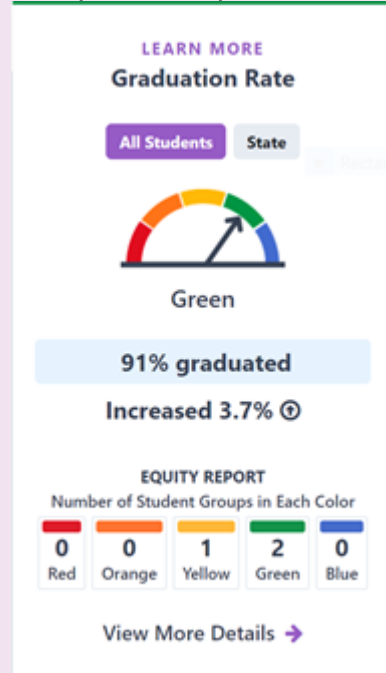
Expected

19-20

The dropout rate associated to cohort matched 9-12th graders will decrease annually. The cohort matched graduation rate for seniors will increase annually. 100% of our graduating students enrolled with us for at least two years can successfully complete at least 1 of 3 post high school preparations; be accepted to a four year college or university, have completed a series of CTE courses that directly aligns to a certification or license, or will have completed the matriculation process for entrance to a community college.

Baseline

The 2015-16 final report on cohort graduation rate was reported at 49.2% of eligible seniors graduation on time. We believe our rate for 2018-19 will exceed 90% . The actual graduation rate for 2018-2019 was 91%, see below image. For the 2016-17 school year 1 students was accepted to a four-year colleges. CTE 'completers' equaled= 28.



Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 3.00 FTE Counselor.</p> <p>3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.</p> <p>Increase the number of externally recognized CTE Certificate programs to a minimum of 3 options for 9-12th grade students.</p> <p>3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications.</p> <p>3.4 School will provide a FTE Academic Dean to provide support to students, counselors, and teachers.</p> <p>3.5 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college.</p> <p>3.6 Delta Community College will supply a teacher to the Lodi site to teach an academic class.</p>	<p>3.1 School will provide counseling services to students whose learning is negatively impacted by socio-emotional issues using 3.00 FTE Counselor.</p> <p>3.2 Provide counseling and career technical education outreach to families- providing translated information to be shared with English Learner parents at parent/teacher meetings, EL monitoring meetings, and parent education seminars.</p> <p>Increase the number of externally recognized CTE Certificate programs to a minimum of 3 options for 9-12th grade students.</p> <p>3.3 A 1.0 FTE CTE Medical Teacher will be utilized to instruct Career Pathways aligned medical courses that are aligned to State recognized Health and Careers certifications.</p> <p>3.4 School will provide a FTE Academic Dean to provide support to students, counselors, and teachers</p> <p>3.5 Approximately half of the RVCS teachers will be trained in AVID, which helps students overcome obstacles and achieve success in academic areas in both high school and college.</p> <p>3.6 Delta Community College will supply a teacher to the Lodi site to teach an academic class.</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$375,012.00 3.7 Facilities for student learning access will be made available. 5000-5999: Services And Other Operating Expenditures LCFF \$462,000.00	
The availability of technology as improvements for students needing 1-1 devices and support materials allowing for access to learning platforms will be implemented.	75 Microsoft Surfaces, increased bandwidth capability and remote security access will be purchased 4000-4999: Books And Supplies Supplemental and Concentration \$65,000.00	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were no specific successes or challenges in implementing this goal.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Actions related to In-Person instructional offerings were provided as planned.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As a non-classroom based charter school, Rio Valley Charter School was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. 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 continued their learning at home with their parents, under the virtual supervision of their credentialed teacher. All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform. Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible 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 were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were 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 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.

Rio Valley Charter School offered 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 provided instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes 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 independent study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams. 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 had less experience addressing specific areas of writing, elected to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, Rio Valley Charter School administered the Exact Path 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 Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home.

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 used 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.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not Applicable - see analysis below			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As described above, Rio Valley Charter School does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30,

2021. Repealed as of January 1, 2022,
pursuant to Section 43511.)

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly checked in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March 2020, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing At the start of the school year, these identified families were checked in on and supported by staff. In the Fall 2020 semester, multiple trainings for staff professional development were available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training was critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team 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. Additionally, the team focused on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors were responsible for conducting small group sessions to facilitate peer support and connection, attended online ACES training and events. (Tier 2), written and online surveys were sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link was (is) included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team also created a crisis outreach video for students and staff with information on how to get help. Staff continued to receive communication on the importance of self-care, and wellness.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Rio Valley Charter School has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction. Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Rio Valley Charter School. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi layered, each offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any

previously unknown technology issues. During the meeting, the teacher was able to provide an introduction to his/herself, the school, school policies, curriculum, synchronous and asynchronous instruction. With both students and parents are present, students were able to offer translation to parents who are unable to understand English.

Parents had a separate meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student. Rio Valley Charter School has three academic counselors dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings. Rio Valley uses an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition, the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Rio Valley Charter School utilizes procedures and processes to engage all pupils who utilize distance learning, including:

Computer maintenance procedures

Use of tech. tools

Electronic communication norms

How to create, save, and share files

How to access programs and info for each course

Organization & note-taking strategies

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Rio Valley Charter School is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	26,056.50		Yes
Pupil Learning Loss	Director of Student Services	48,890.00		Yes
Pupil Engagement and Outreach	EL Program Specialist	26,056.50		Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Edmentum Online Applications	57,200.00		Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	SPED Program Support	719,505.00		Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between planned actions and the budgeted expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At Rio Valley Charter School, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicates with each family to distribute standards based curriculum, computers and hotspots to students. Various methods of communication including in-person meetings, virtual meetings, electronic surveys, phone, email, and/or text are used to ensure all student needs are met. When the pandemic hit in the Spring of 2020, 100% of students who identified additional need were provided a

computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly during 2020-21. In instances where stakeholder's needs were not initially met, school administrators were able to work with credentialed and support staff to ensure needs were addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Based on positive stakeholder input, Rio Valley Charter School was able to ensure continuity of individualized learning for each student throughout the 2020-2021 school year.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All students will continue to be assessed in math, English and writing throughout the 2021-24 LCAP cycle. 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 participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Teachers. Paramount to the 2021-2024 LCAP plans will be the continued assessment in both fall and winter on the Edmentum Exact Path. Scores from the assessments will be used to increase academic intervention as needed. Teachers will continue to improve their ability to teach writing with continued professional development, use of developed rubrics with students and intensive writing classes for students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system. 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 2019-2020 school year, 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 throughout the 2020-2021 school year.

Rio Valley Charter School offers virtual and in-person 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 and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes 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 independent study teachers regularly. Teachers worked with families virtually to develop community and student interaction with other students using Microsoft Teams. Once a county reached the "Red Tier" teachers resumed in-person student meetings for all students and families who requested to do so. Families were given the option to remain meeting online through the remainder of the year.

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 participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Teachers chose a Focal Two students to use the newly acquired skills with the two students to improve their practice as well as to develop the two students.

Additionally, teachers who had less experience addressing specific areas of writing, had the opportunity to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments, Rio Valley Charter School administers the Exact Path 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 Exact Path Diagnostic were administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allows students to complete the assessment at home.. DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers used the data to identify students who needed 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 is given within 30 calendar days of enrollment, year-round (COVID pandemic allowed 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.

Based on a review of performance on state indicators and local self-assessment tools, Rio Valley Charter School has identified our greatest progress was our continued efforts to progress monitor and provide academic and social emotional needs of all students. Academic indicators suggest the important ongoing task of supporting math, ELA in grades 3-11 and reading at grades K-2.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,533,888.00	0.00
LCFF	462,000.00	0.00
Supplemental and Concentration	1,071,888.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,533,888.00	0.00
1000-1999: Certificated Personnel Salaries	820,663.00	0.00
4000-4999: Books And Supplies	251,225.00	0.00
5000-5999: Services And Other Operating Expenditures	462,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,533,888.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	820,663.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	251,225.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	462,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	471,842.00	0.00
Goal 2	160,034.00	0.00
Goal 3	902,012.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$877,708.00	
All Expenditures in Learning Continuity and Attendance Plan	\$877,708.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$877,708.00	
All Expenditures in Learning Continuity and Attendance Plan	\$877,708.00	

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Rio Valley Charter School
CDS Code:	39685850122580
LEA Contact Information:	Name: Leslie Leedy Position: Director Email: leslie.leedy@pacificcharters.org Phone: 9164774338
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$8,055,602
LCFF Supplemental & Concentration Grants	\$841,070
All Other State Funds	\$270,291
All Local Funds	\$430,137
All federal funds	\$377,107
Total Projected Revenue	\$9,133,137

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$8,946,315
Total Budgeted Expenditures in the LCAP	\$841,070
Total Budgeted Expenditures for High Needs Students in the LCAP	\$841,070
Expenditures not in the LCAP	\$8,105,245

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$566,324
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$566,324

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Valley Charter School

CDS Code: 39685850122580

School Year: 2021-22

LEA contact information:

Leslie Leedy

Director

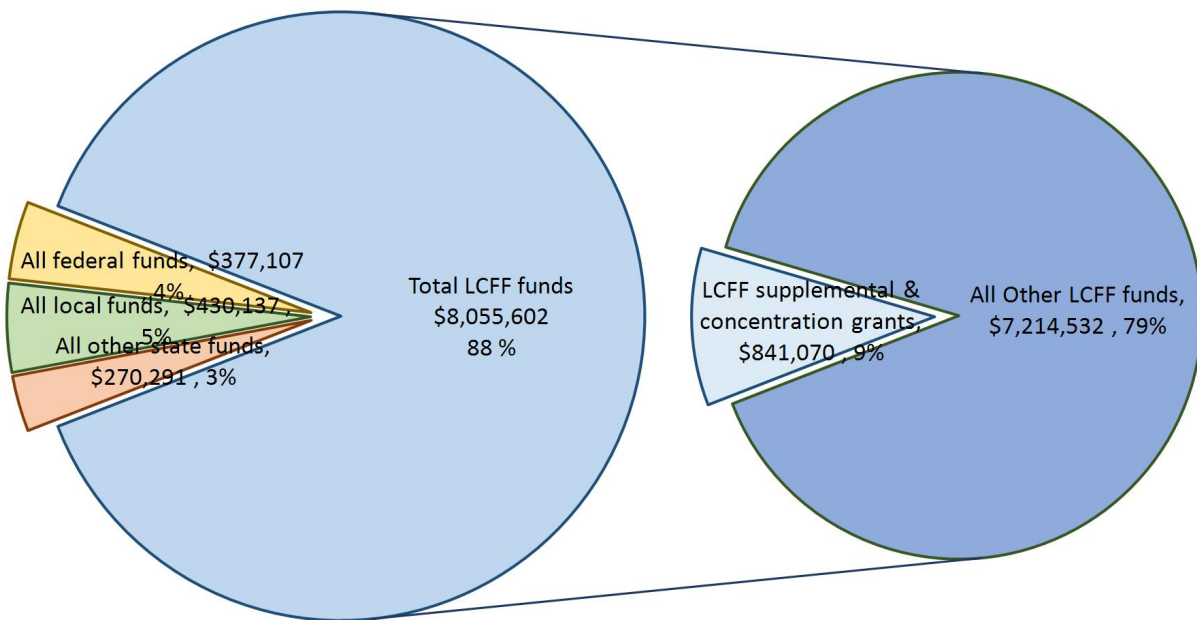
leslie.leedy@pacificcharters.org

9164774338

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



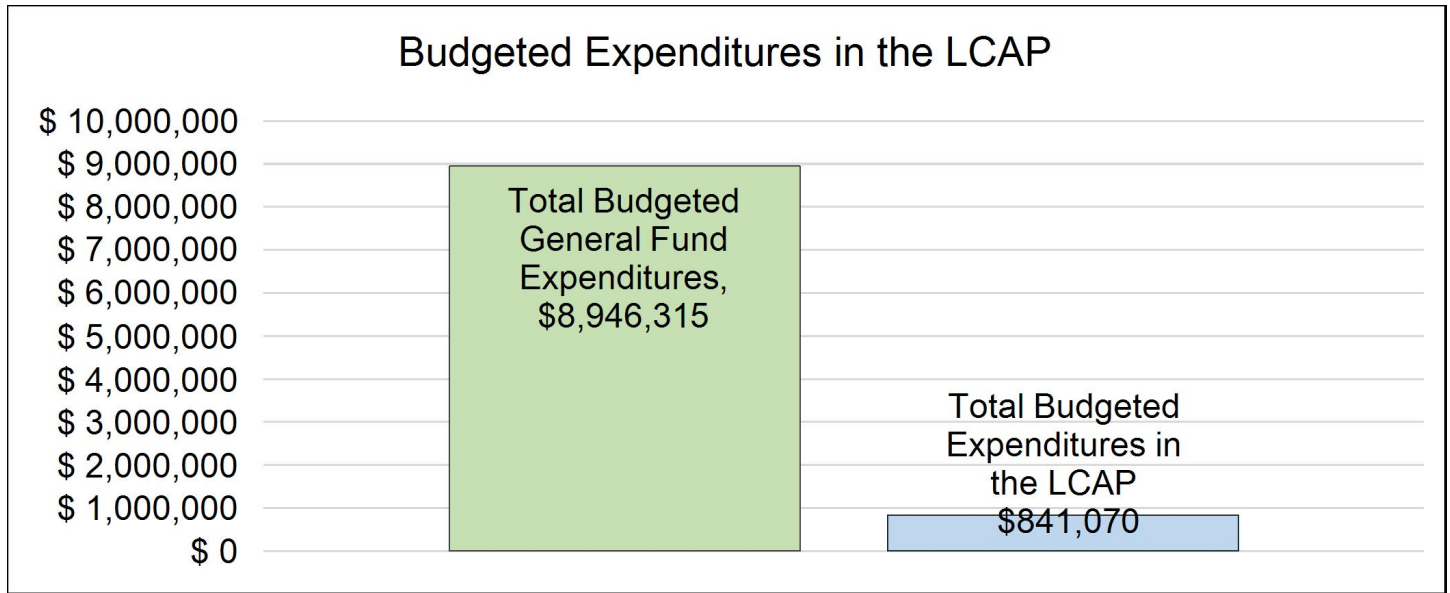
This chart shows the total general purpose revenue Rio Valley Charter School expects to receive in the coming year from all sources.

The total revenue projected for Rio Valley Charter School is \$9,133,137, of which \$8,055,602 is Local Control Funding Formula (LCFF), \$270,291 is other state funds, \$430,137 is local funds, and \$377,107 is

federal funds. Of the \$8,055,602 in LCFF Funds, \$841,070 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Rio Valley Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

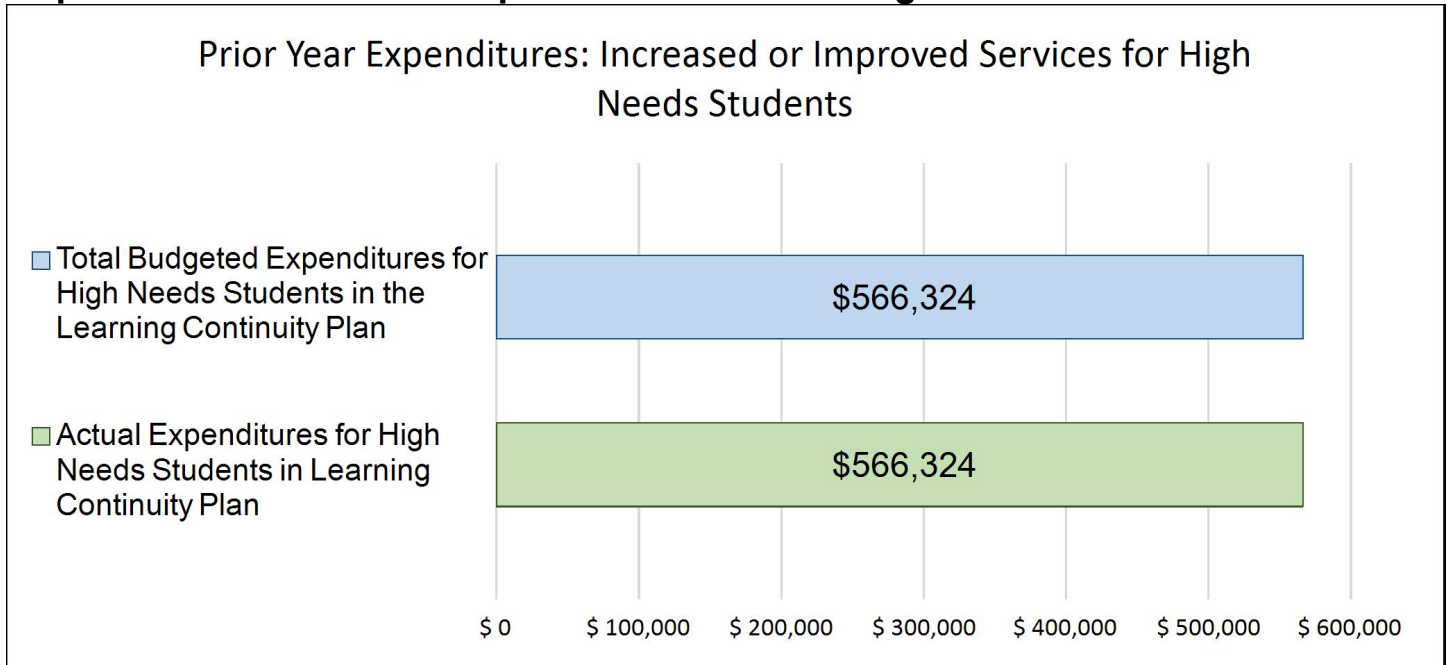
Rio Valley Charter School plans to spend \$8,946,315 for the 2021-22 school year. Of that amount, \$841,070 is tied to actions/services in the LCAP and \$8,105,245 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Rio Valley Charter School is projecting it will receive \$841,070 based on the enrollment of foster youth, English learner, and low-income students. Rio Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Valley Charter School plans to spend \$841,070 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Rio Valley Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Rio Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Rio Valley Charter School's Learning Continuity Plan budgeted \$566,324 for planned actions to increase or improve services for high needs students. Rio Valley Charter School actually spent \$566,324 for actions to increase or improve services for high needs students in 2020-21.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #4/3 – 2021-2022 LCAP: Sutter Peak Charter Academy

Background:

Ms. Heather Marshall, Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.



Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Sutter Peak Charter Academy (SPCA) opened in the fall of 2015 as an independent charter school. SPCA was founded by the Pacific Charter Institute, a 501 (c) 3 tax exempt non-profit organization of charter school leaders in the Northern California area. Currently, Pacific Charter Institute's Board of Directors governs four public charter schools serving a total of approximately 3000 students.

Sutter Peak Charter Academy offers TK-12 students a personalized learning program. Every SPCA student has access to one-to-one teaching through student-tailored, standards-based curriculum. Sutter Peak was founded on the principle that education works best when it is tailored to student's individual strengths and needs. Our goal is to work cooperatively with students, parents, and the broader community to develop each student's greatest potential. We leverage the flexibility of the independent study model to empower SPCA students to meet their educational goals. Sutter Peak Charter Academy has a clearly stated vision and mission based on its student needs, current educational research, and the belief that all students can achieve the highest academic standards.

Vision - "SPCA is developing self-motivated, educated individuals who will spread the wealth of knowledge worldwide in a meaningful way."

Mission - "Sutter Peak Charter Academy empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, thus creating responsible citizens, critical problem- solvers, and lifelong learners."

Central to Sutter Peak Charter Academy's vision and mission is the Academic Triangle, defined by the interdependent relationship of the teacher, the student, and the parent. The dynamics surrounding this vital geometry assists in ensuring that the student and parent both realize the scope of the overarching goals for all students at the school. The teacher develops personal learning tools to successfully complete the curriculum. The Academic Triangle is the symbol for what is expected for each student in that it empowers each agent of the triangle to take charge of the educational plan, regardless of the stability of all of the legs.

Both the mission statement and vision present clear expectations that students become active participants in their own education and their future. The strength of the Academic Triangle lies in its essential ability to support students who may not have sufficient academic stamina or self-motivation at the time of enrollment. The teacher or parent may have to take on the greater role until the student progresses to expected levels. Further, the school's commitment to the educational pursuits of each student is evident in the variety of curriculum provided to match a student's abilities and interests.

The vision and mission for Sutter Peak Charter Academy work in concert to ensure that the school continues to strive for high academic results for every student. School administration regularly review student educational data to determine student need and alignment of student learning with vision and mission. Professional development organized in concert with and as a result of the review of student educational data. The governing board additionally reviews student educational data and approves policies that support school-wide learner outcomes.

Academic Standards are central to school-wide learner outcomes. SPCA implements and uses appropriate California State Standards based curriculum along with standards based supplemental supports for all students. We also utilize a variety of online support programs that are aligned to Common Core Standards and are California specific.

Additionally, SPCA addresses its school-wide learner outcomes and academic standards through the implementation of the Academic Triangle model which ensure the fidelity of our mission and vision. This includes students that are socio-economically disadvantaged, English learners, foster/homeless youth, credit deficient, or academically challenged. We are committed to producing self-motivated students who develop an appreciation for lifelong learning.

History of Sutter Peak Charter Academy

Sutter Peak Charter Academy serves a diverse group of students in Sutter and its six contiguous counties. During the first year, student enrollment reached 188 students with 88% in grades K-8 and 12% of the total population in grades 9-12. Of the 188 students, 6.5% of the students receive special education services and 38% were eligible for free and reduced lunch. In its second year, Sutter Peak Charter Academy added an additional 179 students for a total of 367. Grades TK-8 continued to dominate the population with 319 students, and 48 students in high school. Of the total population, 12% were enrolled in Special Education and 33% were eligible for free and reduced lunch. Sutter Peak Charter Academy applied for and received the initial WASC three year approval in the Spring of 2015. In this third year, Sutter Peak's total student population is 480. There are 401 students in grades TK-8 and 79 high school students. Of the total enrollment, 21% are eligible for free and reduced lunch and 10% of the population are enrolled in SPED. In the Spring of 2018, Sutter Peak was granted a five year charter renewal through its authorizer, Nuestro Elementary School District. The 2018-2019 school year continued to be a year of growth for SPCA in students and staff. The school year closed out with 586 students. Within the population of students, 331 were in the elementary grades of TK-5, 142 were 6-8 and 114 in grades 9-12. Our population of students ranges from 38% Free and Reduced lunch, 2% EL, and 8% receive Special Education services. April of 2019, Sutter Peak Charter Academy was awarded a six year WASC accreditation through Spring

of 2025. The 19-20 school year had a similar population due to the restrictions placed on charter school growth. With the 586 students, 30% were categorized as Free and Reduced lunch, 9% SPED, 2% EL, 6% African American, and 6% Hispanic. The school year ended uniquely with the COVID 19 pandemic and shelter in place orders. All students continued classes, interventions, and tutoring through Microsoft TEAMS, an online learning platform. SPCA is proud to have quickly moved the program to a virtual setting without major disruption to the academic progress of all students. The 20-21 school year opened similar to how the 19-20 school year ended. Our students were all set up with a laptop, chromebook, or surface. If internet was issue, students/families were offered a hotspot for connectivity. Of the 564 students currently enrolled in 2020-21 school year, 80% are Caucasian. The remaining 20% of our population is comprised of many ethnicities, with African American (6%) and Hispanic(6%) representing the highest percentages. American Indian students and students identifying as Other and Asian each make up 2% of our population. The remaining seven ethnicities represented in our student population each make up roughly 1% of our enrollment.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicates with each family to distribute standards based curriculum, computers and hotspots to students. Various methods of communication including in-person meetings, virtual meetings, electronic surveys, phone, email, and/or text are used to ensure all student needs are met. When the pandemic hit in the Spring of 2020, 100% of students who identified additional need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly 2020-21. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Based on positive stakeholder input, Sutter Peak Charter Academy was able to ensure continuity of individualized learning for each student throughout the 2020-2021 school year.

General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system. 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 2019-2020 school year, Pacific Charter Institute (PCI) at 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 throughout the 2020-2021 school year.

Sutter Peak Charter Academy offers virtual and in-person 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 and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes 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 independent study teachers regularly. Teachers worked with families virtually to develop community and student interaction with other students using Microsoft Teams. Once a county reached the "Red Tier" teachers resumed in-person student meetings for all students and families who requested to do so. Families were given the option to remain meeting online through the remainder of the year.

The review of school data trends over time have 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 participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Teachers chose a Focal Two students to use the newly acquired skills with the two students to improve their practice as well as to develop the two students.

Additionally, teachers who had less experience addressing specific areas of writing, had the opportunity to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

Sutter Peak Charter Academy administered the Exact Path 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 Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home. DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension.

Teachers used the data to identify students who needed 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 is given within 30 calendar days of enrollment, year-round (COVID pandemic allowed 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.

Based on a review of performance on state indicators and local self-assessment tools, Sutter Peak Charter Academy has identified our greatest progress was our continued efforts to progress monitor and provide academic and social emotional needs of all students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Sutter Peak Charter Academy's overall academic performance was not identified in the colored performance categories on the Dashboard in Math or ELA due to the 19-20 and 20-21 suspension of the CAASPP (SBAC). Based on LCFF Evaluation Rubrics and the review of local performance indicators, Sutter Peak has identified:

- (1.) the continued progress monitoring of academic achievement for ELA and Math in grades 3-8.
- (2.) Progress monitoring of the oral reading fluency for grades K-2.
- (3.) the professional development for teachers in the area of writing to improve the overall writing performance of students in grades K-8 as identified by district rubrics.
- (4.) the refinement and continuation of student preparation for college and career readiness and SEL growth opportunities for all students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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 and career in a manner most beneficial to individual student needs. The school actively mentors new students, supporting them to become competitive 21st century-ready individuals. Our LCAP plan is designed to support every learner both academically and social emotionally. 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 continue to improve proficiency in the Common Core Standards for Mathematics and English Language Arts. Additionally and

specifically, 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 school and students in cohort grades 3-8 students will reach proficiency as measure by district writing rubrics. At Sutter Peak Charter Academy, we believe that every child can learn. Our program is " Personalized Education. Designed Together and Accomplished by You"

Comprehensive Support and Improvement

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

Schools Identified

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

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Director of Sutter Peak Charter Academy (SPCA) has held multiple LCAP meetings with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Sutter Peak Charter Academy surveys all its stakeholders (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 were reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings were taken regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific stakeholder groups.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan. Below is a summary of the results from parents who opted into the survey.

What grade is your child/children enrolled in?

TK 3
K 7
1st 14
2nd 16
3rd 22
4th 14
5th 8
6th 16
7th 10
8th 14
9th 11
10th 6
11th 6
12th 5

Grand Total 152

What is your relationship to Sutter Peak Charter Academy?

Extended Family 2
Guardian 1
Parent / Step-parent 73
Grand Total 76

What is your race/ethnicity?

American Indian or Alaskan Native 1
Asian or Pacific Islander 3
Black or African American 1
Hispanic or Latinx 5
Prefer not to answer 15
Two or more races 7
White / Caucasian 45
Grand Total 77

My child.....

Is designated as an English Language Learner 9
Is a Foster Youth
Receives special education services 7
Not applicable 61

Sutter Peak Charter Academy identified several academic performance based goals for the next four years. Please rate the importance of these goals as they relate to you and your child/children?

Early Literacy Development: K-2 students

Important 31
Important, Somewhat Important 1
Not important 21
Somewhat Important 15
Grand Total 68

Intervention support for grades 3-11 in Math and ELA

Important 34
Important, Somewhat Important 1
Not important 18
Somewhat Important 21
Grand Total 74

Writing Development in grades 3-11

Important 50
Important, Somewhat Important 1
Not important 3
Somewhat Important 22
Grand Total 76

The state outlines eight priority areas for the Local Control Accountability Plan (LCAP). SPCA is measured annually, by the state, on these priorities. Please rate the importance of these state priorities as they relate to you and your child/children?

Access to core services: measures students' access to fully credentialed teachers, and instructional materials.

Important 41
Important, Somewhat important 1
Not important 6
Somewhat important 29
Grand Total 77

Implement state standards: measures implementation of academic content and performance standards adopted by State Board of Education.

Important 11
Not important 38
Somewhat important 28
Grand Total 77

Access to broad course of study: measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects.

Important 43
Not important 9
Somewhat important 25

Grand Total 77

Parental involvement: measures the schools efforts to seek parent input in making decisions for the school.

Important 58

Not important 5

Somewhat important 13

Grand Total 76

School climate: measures student suspension and expulsion rates as well as safety and school connectedness.

Important 20

Not important 28

Somewhat important 28

Grand Total 76

Student achievement: measures assessment data, college readiness, and language proficiency.

Important 24

Not important 13

Somewhat important 39

Grand Total 76

Student engagement: measures student attendance, chronic absenteeism, dropouts (middle and high school), and high school graduation.

Important 20

Not important 30

Somewhat important 26

Grand Total 76

Other student outcomes: measures other important student outcomes related to required areas of study, including physical education and the arts.

Important 35

Not important 12

Somewhat important 29

Grand Total 76

Are you satisfied how SPCA supports all high need student groups as defined by the LCAP to be successful? (English Language Learners, Low-Income Students, Homeless Students, and Foster Youth)

Not applicable 48
Satisfied 13
Very Satisfied 15
Grand Total 76

Low-income students

Not applicable 44
Satisfied 14
Very Satisfied 16
Very Unsatisfied 1
Grand Total 75

Homeless/Foster Youth

Not applicable 51
Satisfied 11
Very Satisfied 13
Grand Total 75

How satisfied are you that SPCA prepares every student for college and career?

Not applicable 20
Satisfied 27
Very Satisfied 30
Grand Total 77

Are you satisfied with the work SPCA does to keep students on track towards high school graduation?

Not applicable 18
Satisfied 18
Very Satisfied 41
Grand Total 77

How satisfied are you with the work SPCA has done to establish and sustain positive relationships between staff, families, and students?

Prefer not to answer 1
Satisfied 21
Very Satisfied 54
Very Unsatisfied 1
Grand Total 77

Overall, how satisfied are you with SPCA and your child's educational experience?

Prefer not to answer 3
Satisfied 17
Unsatisfied 1
Very Satisfied 56
Grand Total 77

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Accessibility to all programs for all students is of great priority for Sutter Peak's stakeholders. With an expansive core curriculum, online and virtual classes, mobile lending library and technology, the goal of the stakeholders requires all students to be able to participate in each program(s) offered.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA/ MAP Edmentum Diagnostic	Exact Path Winter 20-21 370 Students Reading- 64% of students above 70% (237 students)				All SPCA students, including those in numerically significant subgroups will show high levels of proficiency in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)				Common Core Standards for Mathematics and English Language Arts.

Actions

Action #	Title	Description	Total Funds	Contributing
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 Carolina/PLTW curriculum. Virtual class offerings, VOLTS class offerings, adoption of Schoology, and Carolina science.	\$161,812.00	Yes
2	Intervention	DIBELS, Exact Path or Common Core aligned intervention	\$35,927.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Progress Monitoring	SPCA will implement progress monitoring and locally identified interventions. Teachers will attend professional development to continue to refine and monitor interventions.		Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$46,868.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	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.		Yes
3	On-going Professional Learning on Writing Instruction	PCI teachers will participate in regular collaborative professional learning opportunities in writing focused on evaluation, diagnosis, instruction, and intervention.		Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Park Days, Enrichment Activities, Field Trips	Students will engage in activities outside of the typical school setting to increase school engagement.	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Lending Library	Maintenance and upkeep of the mobile lending library used to support students with academic and enrichment activities, curriculum and technology.	\$60,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.75%	425,302

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For goal 1, the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 2, the needs of foster youth, English learners, and low-income students were considered by increasing early literacy of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 3, the needs of foster youth, English learners, and low-income students were considered by providing support for writing skills of unduplicated students. These actions are effective because they target specific academic needs of unduplicated students.

For goal 4, the needs of foster youth, English learners, and low-income students were considered by increasing parent engagement of unduplicated students. These actions are effective because they target specific community support of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through targeted progress monitoring to improve academic achievement of unduplicated students, increasing early literacy of unduplicated students, by providing support for writing skills of unduplicated students, and increasing parent engagement of unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$425,302.00				\$425,302.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$375,302.00	\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Instruction	\$161,812.00				\$161,812.00
1	2	English Learners Foster Youth Low Income	Intervention	\$35,927.00				\$35,927.00
2	1	English Learners Foster Youth Low Income	Progress Monitoring					
3	1	English Learners Foster Youth Low Income	Writing Intensive classes for struggling 4th - 8th graders	\$46,868.00				\$46,868.00
3	2	English Learners Foster Youth Low Income	Baseline and summative writing assessments for Writing Intensive cohort					
3	3	English Learners Foster Youth Low Income	On-going Professional Learning on Writing Instruction					
4	1	English Learners Foster Youth Low Income	Park Days, Enrichment Activities, Field Trips	\$25,000.00				\$25,000.00
4	2	English Learners Foster Youth Low Income	Lending Library	\$60,000.00				\$60,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	English Learners Foster Youth Low Income	Academic Counselor	\$85,695.00				\$85,695.00
5	2	English Learners Foster Youth Low Income	a-g approved coursework	\$10,000.00				\$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$425,302.00	\$425,302.00
LEA-wide Total:	\$425,302.00	\$425,302.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,812.00	\$161,812.00
1	2	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-11	\$35,927.00	\$35,927.00
2	1	Progress Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades K-2		
3	1	Writing Intensive classes for struggling 4th - 8th graders	LEA-wide	English Learners Foster Youth Low Income	Grades 4-8	\$46,868.00	\$46,868.00
3	2	Baseline and summative writing assessments for Writing Intensive cohort	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 4-8		
3	3	On-going Professional Learning on Writing Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	1	Park Days, Enrichment Activities, Field Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	\$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	Lending Library	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
5	1	Academic Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$85,695.00	\$85,695.00
5	2	a-g approved coursework	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Students at Sutter Peak Charter Academy, will show measurable progress In English Language Arts on state mandated assessments or MAP/ NWEA or ELA Benchmark Assessments.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Spring 2020 NWEA/MAP ELA Benchmark exams</p>	<p>The COVID 19 pandemic impacted the ability to test grades 3-8 and 11 with the state mandated SBAC exam. Therefore, there are not SBAC scores for the 2019-2020 school year. As part of our rigorous assessment and data tracking, all students in grades 3-11 were assessed using the NWEA MAP assessment in the Winter of 2020. At the end of the 2019-2020 school year, the Pacific Charter Leadership team in alignment with Sutter Peak Charter Academy, decided to move from using the NWEA/ MAP assessment to the Edmentum diagnostic, commonly referred to as Exact Path. Both assessments, NWEA and Edmentum use a computer adaptive Common Core test similar to one another and the SBAC assessment.</p> <p>Winter 2021 Edmentum Assessment Below lists the number of students testing above the 70th percentile, 32nd - 69th percentile and below the 31st percentile for the Winter 2021 assessment.</p> <p>English Language Arts, specifically reading</p> <p>64% of students above 70% (237 students)</p>

Expected

19-20

Goal identified as measurable growth in grades 3-8 on the 2019-20 LEA ELA local assessments.

Using metrics defined by fall or winter or local assessments or LEA ELA benchmark assessments, students will show measurable growth on the State Standards associated with ELA. Below lists the number of students testing above the 70th percentile, 32nd - 69th percentile and below the 31st percentile for the Winter 2020 assessment.

88% performed above the 31st percentile.

English Language Arts, specifically reading

49% of students above 70% (188 students)

39% of students 32%-69% (150 students)

12% of students below 31% (43 students)

Baseline

2019-2020 SBAC scores

FALL LEA Benchmark 2019

MAP/ NWEA Winter 2019-2020 88% of the students performed at or above the 32 percentile.

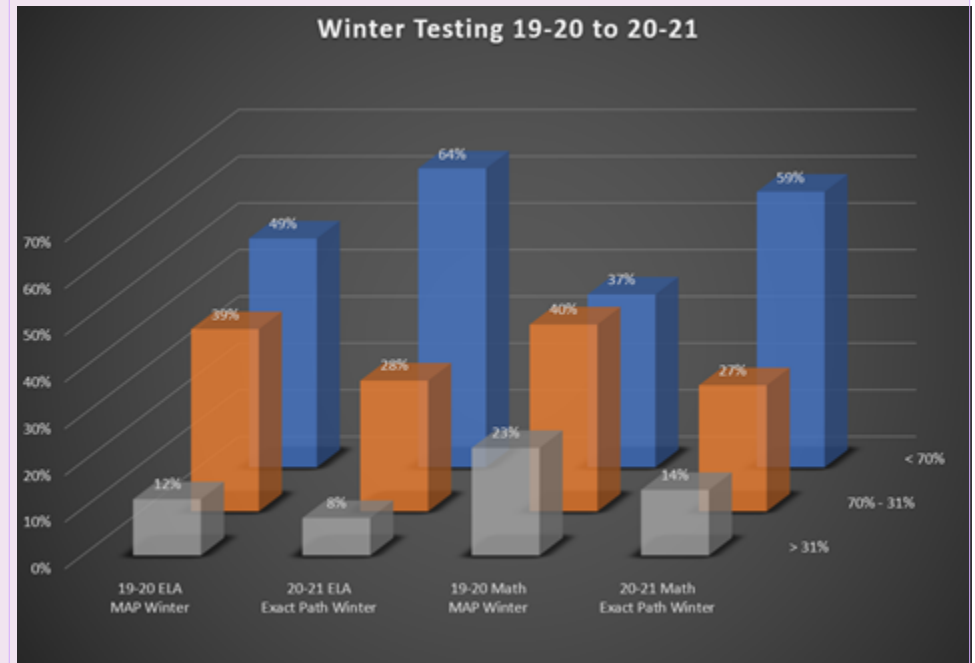
Actual

28% of students 32%-69% (103 students)

8% of students below 31% (30 students)

Academic Improvement Data:

In the Winter of 2021 assessment window, 92% of students achieved above the 31st percentile. This was an increase of 5%. Specifically and increase of + 4% at the below 31st %, +9% at the 32-69th percentile and +15% at the 70th percentile. Strong growth is an indicator of a significant increase in academic growth.



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 All students in grades 3-11th will be assessed for learning threshold and proficiency standards as aligned by LEA ELA benchmark assessments in Winter 2020. All students in grades K-2 will be tested with DIBELS.	Technology, Print Curriculum 4000-4999: Books And Supplies Supplemental and Concentration \$32,500	Technology, Print Curriculum 4000-4999: Books And Supplies Supplemental and Concentration 32,500
1.2 Current SPCA teaching staff will be trained in changes with data applications associated to LEA ELA benchmark assessments. All new staff will receive complete training. Parents will be offered training with online academic programs.	PowerSchool training, MAP/NWEA training, Parent training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,000	PowerSchool training (ONLINE), MAP/NWEA training, Edmentum Teacher and Parent training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 14,000
1.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.	Online academic programs, virtual coursework, ZOOM 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,000	Online academic programs, virtual coursework, Microsoft TEAMS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$65,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as planned, with the exception of ZOOM platform was replaced with the Microsoft TEAMS platform to increase online student safety. There was not a cost differentiation as Sutter Peak students and teachers had existing Microsoft Teams accounts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While all funds were able to be implemented with the original goals as planned, it should be noted that all services such as classes and professional development were modified to a virtual platform to align with state and local guidelines for the COVID 19 pandemic. In review, our programs that continue support for all students through the Exact Path Diagnostic assessment for all students, including EL's, Foster Youth and Low Income, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year. Additionally, we continued to offer the following tiered approach which required parent trainings, professional development and counseling support:

Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at risk student.

Journeys K-5

Study Sync 6-12

Inside 6-8

Edge for 9-12

Tier 2- Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia – K-12

Core 5: K-5

Power Up: 6-8

and

Exact Path

Rosetta Stone - English

All teachers who support at risk students are provided with regular check-ins from support personal. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs were provided.

Goal 2

Students at Sutter Peak Charter Academy will show measurable progress In mathematics on state mandated assessments or NWEA-MAP or LEA math benchmark assessments.

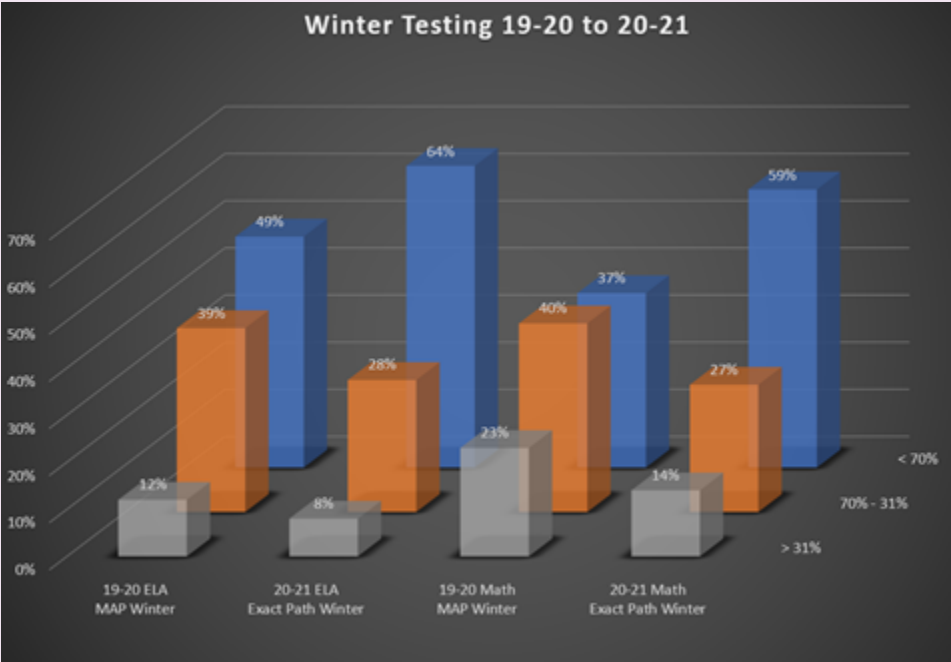
State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC scores NWEA/MAP scores Edmentum Diagnostic</p> <p>19-20 Goal identified as measurable growth in grades 3-8 on the 2018-19 SBAC scores and LEA math benchmark exams. Using metrics defined by the NWEA – MAP testing Fall to Winter or Spring SBAC testing or math benchmark assessments, students will show measurable growth on the State Standards associated with Mathematics.</p>	<p>The COVID 19 pandemic impacted the ability to test grades 3-8 and 11 with the state mandated SBAC exam. Therefore, there are not SBAC scores for the 2019-2020 school year. As part of our rigorous assessment and data tracking, all students in grades 3-11 were assessed using the NWEA MAP assessment in the Winter of 2020. At the end of the 2019-2020 school year, the Pacific Charter Leadership team in alignment with Sutter Peak Charter Academy, decided to move from using the NWEA/ MAP assessment to the Edmentum diagnostic, commonly referred to as Exact Path. Both assessments, NWEA and Edmentum use a computer adaptive Common Core test similar to one another and the SBAC assessment.</p> <p>Winter 2021 Edmentum Assessment : Edmentum Math Winter Scores 2020-2021</p> <p>59% of students above 70% (220 students)</p> <p>27% of students 32%-69% (99 students)</p> <p>14% of students below 31% (51 students)</p>

Expected	Actual												
<p>Baseline 2015-16 and 2016-17 SBAC 8% growth 17-18 scores not yet available Winter Map: 50% of all student cohort match will met achievement standards. 2019-2020 SBAC was not administered due the COVID 19 pandemic. NWEA MAP Math Winter Scores 2019-2020</p> <p>37% of students above 70% (139 students)</p> <p>40% of students 32%-69% (152 students)</p> <p>23% of students below 31% (90 students)</p> <p>77% of Sutter Peak Students were performing above the 32nd percentile as measured by the NWEA/ MAP Diagnostic</p>	<p>Academic Improvement Data: 86% of Sutter Peak Students were performing above the 32nd percentile as measured by the Edmentum Diagnostic. An impressive increase of 22% above the 70th percentile, 13 % increase at the 32-69th percentile and a 9 % increase at below the 31st percentile. Significant growth indicates dedication and additional supports are working at Sutter Peak Charter Academy.</p>  <table border="1"> <caption>Winter Testing 19-20 to 20-21</caption> <thead> <tr> <th>Category</th> <th>19-20 Score</th> <th>20-21 Score</th> </tr> </thead> <tbody> <tr> <td>< 70%</td> <td>12%</td> <td>8%</td> </tr> <tr> <td>70 - 31%</td> <td>39%</td> <td>28%</td> </tr> <tr> <td>> 31%</td> <td>49%</td> <td>64%</td> </tr> </tbody> </table>	Category	19-20 Score	20-21 Score	< 70%	12%	8%	70 - 31%	39%	28%	> 31%	49%	64%
Category	19-20 Score	20-21 Score											
< 70%	12%	8%											
70 - 31%	39%	28%											
> 31%	49%	64%											

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 All students in grades 3-11th will be assessed for learning threshold and proficiency standards as aligned by LEA math benchmarks in Fall 2019 and again in Winter 2020.</p>	<p>Print Curriculum, Technology, Testing Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$32,500</p>	<p>Print Curriculum, Technology, Testing Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$32,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SPCA teaching staff and parents will be trained in data applications associated to NWEA – MAP assessments	PowerSchool, NWEA Training, Parent Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,000	PowerSchool, NWEA Training, Parent Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,000
2.3 All students will have access to technology and curriculum aligned with the Common Core State Standards.	Online Academic Programs, Virtual Coursework, ZOOM tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$65,000	Online Academic Programs, Virtual Coursework, TEAMS tutoring 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were used as planned, with the exception of ZOOM platform was replaced with the Microsoft TEAMS platform to increase online student safety. There was not a cost differentiation as Sutter Peak students and teachers had existing Microsoft Teams accounts.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While all funds were able to be implemented with the original goals as planned, it should be noted that all services such as classes and professional development were modified to a virtual platform to align with state and local guidelines for the COVID 19 pandemic. In review, our programs that continue support for all students through the Exact Path Diagnostic assessment for all students, including ELs, Foster Youth and Low Income, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year. Additionally, we will continued to offer the following tiered approach which required parent trainings, professional development and counseling support:

Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at risk student.

Journeys K-5

Study Sync 6-12

Inside 6-8

Edge for 9-12

Tier 2- Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia – K-12

Core 5: K-5

Power Up: 6-8

and

Exact Path

Rosetta Stone - English

All teachers who support at risk students were provided with regular check-ins from support personal. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs were provided.

Goal 3

SPCA will offer a minimum monthly ZOOM and or in person parent training scheduled on the (2019-20) calendar. Academic excursions will be offered to enhance individualized learning plans.


State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator LCAP Stakeholder survey</p> <p>19-20 Due to the COVID 19 crises, no LCAP stakeholder survey was presented.</p> <p>Baseline In spring 2019, 95% of parents Agree or strongly agree that there is opportunity for involvement as indicated on the parent survey.</p>	<p>The following excursions and in-person parent trainings took place prior to the state closures of all schools in March 2020. After the state mandated closure, all trainings, classes, and excursions were offered in the online platforms of ZOOM or TEAMS.</p> <ul style="list-style-type: none"> Historic Train Ride on the Sacramento River Sacramento Railroad Museum Consumnes River College CTE Programs: Automotive and Welding tour VOLTS parent curriculum trainings every Tuesday/Wednesday for 2-5th grade ELA and 2-6th grade Math High School student get togethers Hamilton Education Program IFly STEM field trip Monterey Bay Aquarium Exploratorium Sutter's Fort Parent Training UC Davis College Tour CSU-Sacramento Tour William Jessup Preview day Sutter Peak Family Private Facebook Group High School Workshop for 8th grade students and families Online Enrichment courses in April and May Louise the Lending Library Visits to students

Expected	Actual
	<p>On the spring 2021 LCAP survey, 95% of parents agree or strongly agree that there is opportunity for involvement. Given a pandemic year, this high satisfaction rate speaks volumes to the partnership between school and families.</p> 

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SPCA will maintain a Facebook page, and Blog for information on school events, activities and information.	Online Platforms 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,283	Online Platforms 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,283
3.2 SPCA will provide opportunities for parents to participate and plan school events and trainings.	Parent trainings/meetings, School Events 5000-5999: Services And Other Operating Expenditures	Parent trainings/meetings, School Events 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$40,000	Supplemental and Concentration \$40,000
3.3 SPCA will provide parent / student education and support for students who are applying for college/ career post high school programs.	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,000	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$70,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Central to academic student growth is the social emotional learning of each student including those in significant subgroups. Cornerstone to this is the role of the Counseling Program Specialist. As the lead for the school counselor, they provide supports and resources for our at-risk students. When SEL is secured, the Director of Students Services is able to work with every teacher to provide academic support and intervention. Some of those supports include the online suite of services provided by Edmentum learning products. This array of products includes assessments and individualized academic support. EL, foster and homeless youth are additionally supported academically by program specialists. While these supports are always fundamental to our school, they are especially critical during the COVID-19 crisis.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While all funds were able to be implemented with the original goals as planned, it should be noted that all services such as classes and professional development were modified to a virtual platform to align with state and local guidelines for the COVID 19 pandemic. Although we did not anticipate an increase in services, we continued to improve our rigorous academic support for all special populations. In review, our programs that continue support for all students through the Exact Path Diagnostic assessment for all students, including ELs foster youth and low income, in grades 3-11 in Language, Reading, and Mathematics and the DIBELS Early Literacy Assessment system for students in grades K-2 three times per year. Additionally, we will continued to offer the following tiered approach which required parent trainings, professional development and counseling support:
Tier 1- Core English Language Arts (ELA) Curriculum is based on the academic achievement level of each at risk student.
Journeys K-5
Study Sync 6-12
Inside 6-8
Edge for 9-12

Tier 2- Supplemental Programs:

Academic Vocabulary Toolkit

Tier 3- Interventions:

Lexia – K-12

Core 5: K-5

Power Up: 6-8

and

Exact Path

Rosetta Stone - English

All teachers who support at risk students are provided with regular check ins from support personal. Recommendations for core curriculum, supplemental programs, and interventions based on the individual student needs were be provided.

Goal 4

SPCA will provide support for students in grades 9-12 with their post high school career and college goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student Master Agreements (Course Schedules)</p> <p>19-20 Students in grades 9-12 will be provided broad course opportunities that align to CTE certificated and or non certificated through online pathways and or dual enrollment opportunities with local Community Colleges. Success will be measured by the annual parent/student survey showing a success rating of 90% of the 9-12 grade stakeholders surveyed and an increase in movement towards "green" on the CDE dashboard.</p> <p>Baseline 2016-17 90% of 12 grade only students completed a CTE course</p>	<p>College Readiness: 30 Students (25% of our 9-12 grade high school student population) took one or more community college classes for a total of 105 classes completed. On average, each student took 3.6 classes 37% of our Junior/Seniors took community college classes Coursework was completed at 8 different community colleges (furthest campus was Los Angeles Community College - distance learning has expanded our student opportunities among community college classes)</p> <p>Career Readiness: 28 Certificate CTE courses attempted 93% of students taking the CTE class earned a certificate 11 participated in Non-Certificate CTE courses 34 total Students took a CTE course - several taking 2 classes this year</p> <p>Electives: Foreign Language 8 different languages (including Spanish, French, German, American Sign Language, Japanese, Russian and Modern Hebrew) General Electives 32 Electives that are not typical electives (i.e. Art, Music, Drama, etc.)</p>

Expected	Actual								
	<p>Some examples of the creative electives that are outside the box are: Aviation Studies, Graphic Design, Screenplay Writing, Culinary Arts, Engineering, Medical Terms, Computer Hardware, Personal Finance, Coding, Video Editing, Speech & Debate, Digital Photography, Intro to Database, Computer Automation, Machine Learning Principles, and Cold War History.</p> <table border="1" data-bbox="1073 428 1997 578"> <thead> <tr> <th data-bbox="1073 428 1262 505">PCI School</th> <th data-bbox="1262 428 1503 505">Number of CTE Courses Completed 2018/19</th> <th data-bbox="1503 428 1749 505">Number of CTE Courses Completed 2019/20</th> <th data-bbox="1749 428 1997 505">Number of CTE Courses Currently Enrolled in 2020/21</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 505 1262 578">Sutter Peak</td> <td data-bbox="1262 505 1503 578">16</td> <td data-bbox="1503 505 1749 578">33</td> <td data-bbox="1749 505 1997 578">27</td> </tr> </tbody> </table>	PCI School	Number of CTE Courses Completed 2018/19	Number of CTE Courses Completed 2019/20	Number of CTE Courses Currently Enrolled in 2020/21	Sutter Peak	16	33	27
PCI School	Number of CTE Courses Completed 2018/19	Number of CTE Courses Completed 2019/20	Number of CTE Courses Currently Enrolled in 2020/21						
Sutter Peak	16	33	27						

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Students will be surveyed during the first 6 weeks of the Fall semester to identify career interests.	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0	Academic Counselor 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
4.2 SPCA will offer Career Technical Education courses through online instruction for students. This will include a certificate pathway option.	Online Courses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	Online Courses 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000
4.3 Schedule college tours including those colleges who offer CTE programs for all high schoolers.	Vendor Relations 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,000	Vendor Relations/ Academic Counselor 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$44,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds for actions and services related to this goal were implemented as planned to support students, families, teachers and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the middle of a pandemic, this goal required flexibility. Every in-person or event was provided virtually to students. Students and families needed more encouragement and outreach to attend events on the computer that were previously scheduled to be in person. Prior success in ensuring that every student had a computer, internet and/or hotspot was critical to the success of meeting this goal.



Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
-----------------------------	--------------------------	------------------------

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00	0.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Actions related to In-Person instructional offerings were provided as planned.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As a non-classroom based charter school, Sutter Peak Charter Academy was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. 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 continued their learning at home with their parents, under the virtual supervision of their credentialed teacher. All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform. Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible 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 were met. In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders,

including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were 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) at 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.

Sutter Peak Charter Academy offered 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 provided instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes were 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 attended meetings with their credentialed teachers regularly. Teachers worked with multiple families together and virtually to develop community and student interaction with other students using Microsoft Teams. 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 had less experience addressing specific areas of writing, elected to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, Sutter Peak Charter Academy administered the Exact Path 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 Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home.

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 used 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.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not Applicable - see analysis below			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As described above, Sutter Peak Charter Academy does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly checked in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March 2020, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing At the start of the school year, these identified families were check-in on and supported by staff. In the Fall 2020, multiple trainings for staff professional development were available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training was critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team 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. Additionally, the team focused on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors were responsible for conducting small group sessions to facilitate peer support and connection, attended online ACES training and events. (Tier 2), written and online surveys were sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link was (is) included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team also created a crisis outreach video for students and staff with information on how to get help. Staff continued to receive communication on the importance of self-care, and wellness.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Sutter Peak Charter Academy has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction. Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Sutter Peak Charter Academy. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi layered, each offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any

previously unknown technology issues. During the meeting, the teacher was able to provide an introduction to his/herself, the school, school policies, curriculum, synchronous and asynchronous instruction. With both students and parents present, students were able to offer translation to parents who are unable to understand English.

Parents had a separate meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student. Sutter Peak Charter Academy has an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings. Sutter Peak uses an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition, the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Sutter Peak Charter Academy utilizes procedures and processes to engage all pupils who utilize distance learning. Central to these procedures and processes for engagement are the virtual technology Boot Camps. Held at the beginning of each semester, these technology Boot Camp workshops introduce students to their equipment, curriculum, and teachers. Through a combination of online workshops and technology distribution students learn:

Computer maintenance procedures

Use of tech. tools

Electronic communication norms

How to create, save, and share files

How to access programs and info for each course

Organization & note-taking strategies

Virtual Boot Camps ensures that processes are accessible to all parents and families, including processes for distribution of technology and internet accessibility. At the Technology boot-camps students:

Sign out equipment, textbooks, wireless hotspots, and other supplies

Get access codes and experiment with online tools

Plan for equipment collection

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a

student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester

Unexcused absence from a class or teacher meeting

Plagiarism or cheating

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Sutter Peak Charter Academy is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	18,780	18,780	Yes
Pupil Learning Loss	Director or Student Services	26,747	26,747	Yes
Pupil Engagement and Outreach	EL Program Specialist	18,780	18,780	Yes
Pupil Learning Loss	Edmentum Online Applications	44,000	44,000	Yes
Pupil Learning Loss	SPED Program Support	299,123	299,123	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between planned actions and the budgeted expenditures for the additional plan requirements and what was implemented and expanded for the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At Sutter Peak Charter Academy, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicates with each family to distribute standards based curriculum, computers and hotspots to students. Various methods of communication including in-person meetings, virtual meetings, electronic surveys, phone, email, and/or text are used to ensure all student needs are met. When the pandemic hit in the Spring of 2020, 100% of students who identified additional need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school’s ability to pivot quickly.2020-21. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and

concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Based on positive stakeholder input, Sutter Peak Charter Academy was able to ensure continuity of individualized learning for each student throughout the 2020-2021 school year.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All students will continue to be assessed in math, English and writing throughout the 2021-24 LCAP cycle. 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 participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Paramount to the 2021-2024 LCAP plans will be the continued assessment in both fall and winter on the Edmentum Exact Path. Scores from the assessments will be used to increase academic intervention as needed. Teachers will continue to improve their ability to teach writing with continued professional development, use of developed rubrics with students and intensive writing classes for students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system. 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 2019-2020 school year, Pacific Charter Institute (PCI) at 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 throughout the 2020-2021 school year.

Sutter Peak Charter Academy offers virtual and in-person 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 and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes were 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 independents study teachers regularly. Teachers worked with families virtually to develop community and student interaction with other students using Microsoft Teams. Once a county reached the "Red Tier" teachers resumed in-person student meetings for all students and families who requested to do so. Families were given the option to remain meeting online through the remainder of the year.

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 participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented. Teachers chose a Focal Two students to use the newly acquired skills with the two students to improve their practice as well as to develop the two students.

Additionally, teachers who had less experience addressing specific areas of writing, had the opportunity to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments, Sutter Peak Charter Academy administers the Exact Path 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 Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allows students to complete the assessment at home.. DIBELS provides a series of literacy measures that assess phonemic awareness, alphabetic principle, reading accuracy, oral reading fluency, and comprehension. Teachers used the data to identify students who needed 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 is given within 30 calendar days of enrollment, year-round (COVID pandemic allowed 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.

Based on a review of performance on state indicators and local self-assessment tools, Sutter Peak Charter Academy has identified our greatest progress was our continued efforts to progress monitor and provide academic and social emotional needs of all students. Academic indicators suggest the important ongoing task of supporting math, ELA in grades 3-11 and reading at grades K-2.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	406,283.00	406,283.00
Supplemental and Concentration	406,283.00	406,283.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	406,283.00	406,283.00
1000-1999: Certificated Personnel Salaries	156,283.00	156,283.00
2000-2999: Classified Personnel Salaries	44,000.00	44,000.00
4000-4999: Books And Supplies	65,000.00	65,000.00
5000-5999: Services And Other Operating Expenditures	141,000.00	141,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	406,283.00	406,283.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	156,283.00	156,283.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	44,000.00	44,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	65,000.00	65,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	141,000.00	141,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	111,500.00	111,500.00
Goal 2	109,500.00	109,500.00
Goal 3	131,283.00	131,283.00
Goal 4	54,000.00	54,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$407,430.00	\$407,430.00
All Expenditures in Learning Continuity and Attendance Plan	\$407,430.00	\$407,430.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$407,430.00	\$407,430.00
All Expenditures in Learning Continuity and Attendance Plan	\$407,430.00	\$407,430.00

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sutter Peak Charter Academy
CDS Code:	51-71423
LEA Contact Information:	Name: Heather Marshall Position: Director Phone: 916.992.9033
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5,273,793
LCFF Supplemental & Concentration Grants	\$374,411
All Other State Funds	\$182,115
All Local Funds	\$348,232
All federal funds	\$109,279
Total Projected Revenue	\$5,913,419

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$5,796,539
Total Budgeted Expenditures in the LCAP	\$374,411
Total Budgeted Expenditures for High Needs Students in the LCAP	\$374,411
Expenditures not in the LCAP	\$5,422,128

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$398,123
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$398,123

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sutter Peak Charter Academy

CDS Code: 51-71423

School Year: 2021-22

LEA contact information:

Heather Marshall

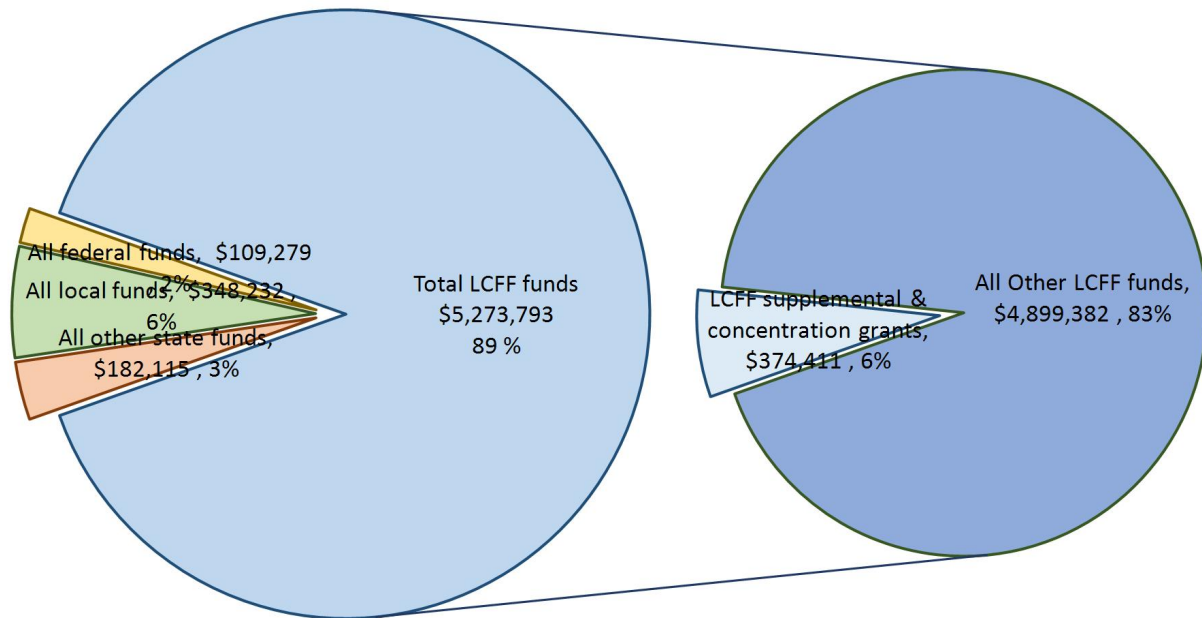
Director

916.992.9033

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

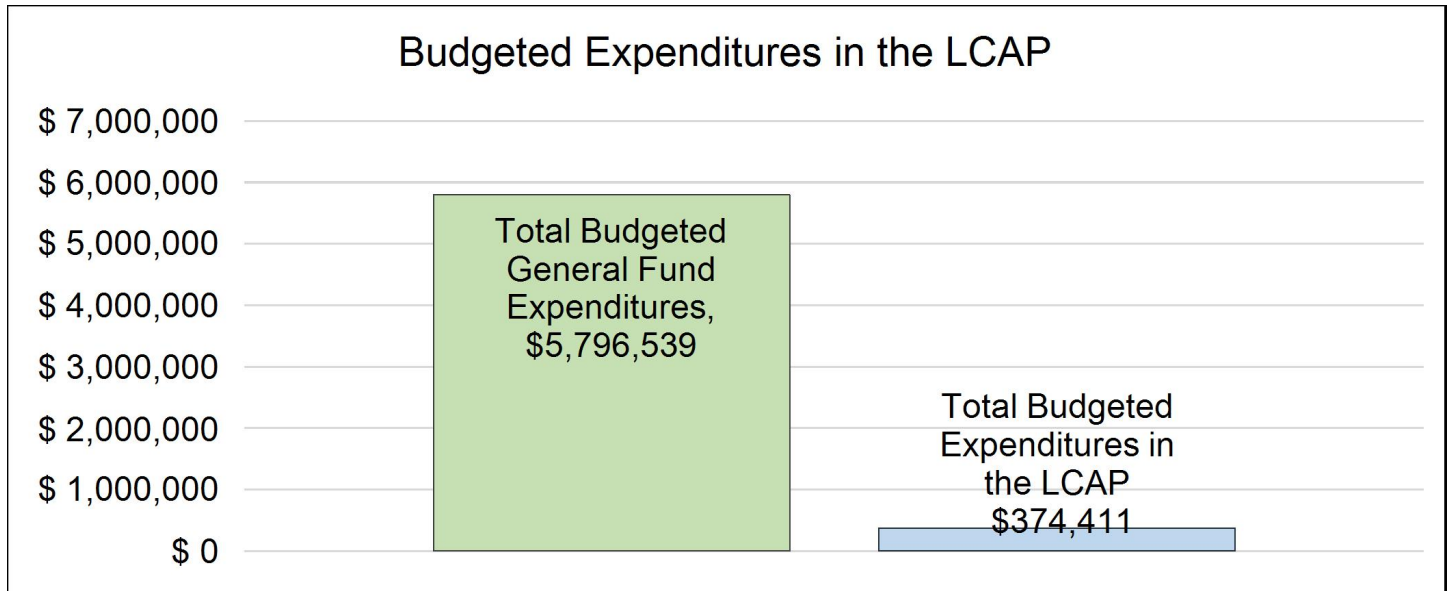


This chart shows the total general purpose revenue Sutter Peak Charter Academy expects to receive in the coming year from all sources.

The total revenue projected for Sutter Peak Charter Academy is \$5,913,419, of which \$5,273,793 is Local Control Funding Formula (LCFF), \$182,115 is other state funds, \$348,232 is local funds, and \$109,279 is federal funds. Of the \$5,273,793 in LCFF Funds, \$374,411 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sutter Peak Charter Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

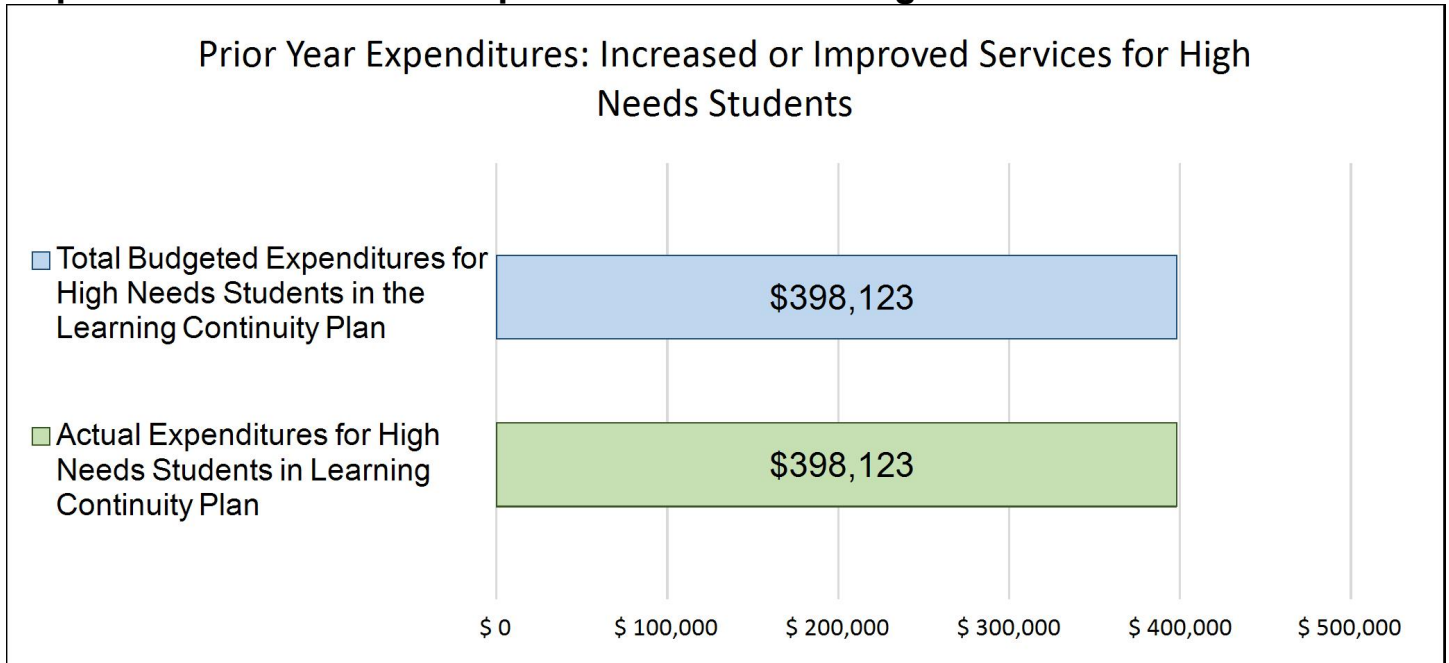
Sutter Peak Charter Academy plans to spend \$5,796,539 for the 2021-22 school year. Of that amount, \$374,411 is tied to actions/services in the LCAP and \$5,422,128 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sutter Peak Charter Academy is projecting it will receive \$374,411 based on the enrollment of foster youth, English learner, and low-income students. Sutter Peak Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sutter Peak Charter Academy plans to spend \$374,411 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Sutter Peak Charter Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sutter Peak Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sutter Peak Charter Academy's Learning Continuity Plan budgeted \$398,123 for planned actions to increase or improve services for high needs students. Sutter Peak Charter Academy actually spent \$398,123 for actions to increase or improve services for high needs students in 2020-21.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #4/4 – 2021-2022 LCAP: Valley View Charter Prep

Background:

Ms. John Mittan, Director, will present this item. The annual Local Control and Accountability Plan is used to provide details regarding local educational agencies (LEA's) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code 52060, 47605, 47605.5, and 47606.5.

RECOMMENDED ACTION:

Information only, no action required.



Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Introduction: Valley View Charter Prep is authorized by the New Jerusalem Elementary School District. The school was authorized in January 2014 and began serving students in August of the same year. The current ADA is 605 students. The school operates as an independent study charter program serving K-12 grades. In keeping with a independent study model, Valley View does not maintain a site-based learning facility. The school is governed by the Pacific Charter Institute (a non-profit) Board of Directors. VVCP is accredited by the Western Association of Schools and Colleges (WASC) and is an active member of California Charter Schools Association and Charter School Development Center.

Demographic Snapshot VVCP Spring of 2021:

8% SPED
6% African American,
17% Hispanic
26% Socio-economically disadvantaged
2% ELL
Consistently, these specific subgroups are the target of our school-wide learning goals for our Local Control Accountability Plan, WASC and individual Site Plan.

Vision: Developing educated individuals who will spread the wealth of knowledge worldwide in a meaningful way.

Mission: Valley View Charter Prep empowers students to take charge of their education by connecting their individual needs and interests to a rigorous learning plan, creating responsible citizens, critical problem-solvers, and lifelong learners.

Goals:

The following strategic focuses align with the Vision and Mission of Valley View Charter Prep:

1. Create excellence for every student through the school Mission Statement.
2. Student retention and loyalty based on customer-driven quality.
3. Enhance operational performance through capacity, sustainable and flexibility to serve students
4. Build the strength of the school through knowledge sharing and high expectations from each staff member.
5. Increase VVCP's visibility and contributions to education through partnerships and sharing of best practices.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on state indicators and local self-assessment tools, Valley View Charter Prep has identified our greatest progress was our continued efforts to progress monitor 62 students in need, a-g course alignment, increased assessment of early literacy, and increased professional development focused on student writing.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on Dashboard and the review of local performance indicators, Valley View has identified (1.) the continued progress monitoring of academic achievement, (2.) parent engagement, (3.) the refinement of student preparation for college and career readiness (4.) Early literacy, and (5.) support for student writing.

After reviewing local performance indicators, 21% of those tested in math scored below the 50th percentile and 15% of those tested in Reading scored below the 50th percentile.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Valley View LCAP plan is based on the following goals: (1.) the continued progress monitoring of academic achievement, (2.) parent engagement, (3.) student preparation for college and career readiness (4.) early literacy, and (5.) support for student writing.

Comprehensive Support and Improvement

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

Schools Identified

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

The LEA is not identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

The LEA is not identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

The LEA is not identified for Comprehensive Support and Improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The Director of Valley View Charter Prep (VVCP) has held multiple LCAP meetings with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Valley View Charter Prep surveys all its stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) Most of the questions in the survey are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholders' meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, and school climate and course offerings were taken in to account regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based on these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June.

A summary of the feedback provided by specific stakeholder groups.

Utilizing surveys and stakeholder meetings aligned to the Basic 8 State priorities has allowed staff, students and parents the opportunity to directly weigh in on the progress monitoring of this year's LCAP plan and the forming of next year's LCAP goals and plan.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of the LCAP survey, Valley View has developed goals that support identified need. This includes a goal to increase stakeholder engagement on the LCAP survey.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased instructional support	Virtual class offerings, VOLTS class offerings, adoption of Schoology, and Carolina science.	\$111,870.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Intervention	Common core-aligned intervention	\$24,839.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	College readiness	Dual enrollment, a-g alignment, academic counseling/academic dean.	\$135,976.00	No Yes
2	Career readiness	Expanded CTE offerings.		No

Action #	Title	Description	Total Funds	Contributing
				Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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 end-of-year local measures (such as DIBELS) by 2023.

Actions

Action #	Title	Description	Total Funds	Contributing
1	DIBELS Benchmark assessments and progress monitoring	VVCP will implement benchmark assessment and progress monitoring using DIBELS. Additionally, VVCP will implement locally identified interventions.		Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 2023-2024, students in cohort students will improve writing proficiency as measure by district writing rubrics and/or CAASPP results.

Actions

Action #	Title	Description	Total Funds	Contributing
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.		Yes
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		No Yes

Action #	Title	Description	Total Funds	Contributing
		skills in writing with explicit instruction in the components of writing, modeling of the writing process, and extensive hands-on practice.		
3	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.		Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Valley View staff will improve efforts to collaboration and communication with all stakeholders.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Outreach	Family engagement events, family/school communications, and field trips.	\$4,360.00	Yes
2	Instructional supports for families	Parent workshops, tech boot camps, virtual and VOLTS classes.		Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.35%	277,045

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For goal 1 (actions 1 and 2), the needs of foster youth, English learners, and low-income students were considered by targeting continued progress monitoring to improve academic achievement of unduplicated students. These actions are effective in meeting the goal because they target specific academic needs of unduplicated students.

For goal 2 (actions 1 and 2), the needs of foster youth, English learners, and low-income students were considered by increasing student preparation for college and career readiness of unduplicated students. These actions are effective in meeting the goal because they target specific post secondary needs of unduplicated students.

For goal 3 (actions 1), the needs of foster youth, English learners, and low-income students were considered by increasing early literacy of unduplicated students. These actions are effective in meeting the goal because they target specific academic needs of unduplicated students.

For goal 4 (actions 1, 2, and 3), the needs of foster youth, English learners, and low-income students were considered by providing support for writing skills of unduplicated students. These actions are effective in meeting the goal because they target specific academic needs of unduplicated students.

For goal 5 (actions 1 and 2), the needs of foster youth, English learners, and low-income students were considered by increasing parent engagement of unduplicated students. These actions are effective in meeting the goal because they target specific community support of unduplicated students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required through targeted progress monitoring to improve academic achievement of unduplicated students, increasing student preparation for college and career readiness of unduplicated students, increasing early literacy of unduplicated students, by providing support for writing skills of unduplicated students, and increasing parent engagement of unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$277,045.00				\$277,045.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$240,206.00	\$36,839.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Increased instructional support	\$111,870.00				\$111,870.00
1	2	English Learners Foster Youth Low Income	Intervention	\$24,839.00				\$24,839.00
2	1	English Learners Foster Youth Low Income 9-12th grade students	College readiness	\$135,976.00				\$135,976.00
2	2	All Students with Disabilities English Learners Foster Youth Low Income 9-12th grade students	Career readiness					
3	1	English Learners Foster Youth Low Income	DIBELS Benchmark assessments and progress monitoring					
4	1	English Learners Foster Youth Low Income	On-going Professional Learning on Writing Instruction					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	English Learners Foster Youth Low Income 4-8th grade	Writing Intensive classes for 4th - 8th grade students					
4	3	English Learners Foster Youth Low Income	Baseline and summative writing assessments for Writing Intensive cohort					
5	1	English Learners Foster Youth Low Income	Outreach	\$4,360.00				\$4,360.00
5	2	English Learners Foster Youth Low Income	Instructional supports for families					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$277,045.00	\$277,045.00
LEA-wide Total:	\$277,045.00	\$277,045.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increased instructional support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,870.00	\$111,870.00
1	2	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$24,839.00	\$24,839.00
2	1	College readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12th grade students	\$135,976.00	\$135,976.00
2	2	Career readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools 9th-12th grade students		
3	1	DIBELS Benchmark assessments and progress monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools K-2nd grade students		
4	1	On-going Professional Learning on Writing Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	2	Writing Intensive classes for 4th - 8th grade students	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	Baseline and summative writing assessments for Writing Intensive cohort	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	1	Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,360.00	\$4,360.00
5	2	Instructional supports for families	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Students at Valley View Charter Prep, including those in numerically significant subgroups will show high levels of proficiency in the Common Core Standards for Mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable progress In mathematics on state mandated assessments or LEA Benchmark Assessments.</p> <p>19-20 Students at Valley View Charter Prep, including those in numerically significant subgroups, will show measurable progress In mathematics and Reading on state mandated assessments or LEA Benchmark Assessments.</p> <p>Baseline On fall 2019-20 LEA Benchmark Assessment, 32% of those tested in math scored below the 31st percentile.</p>	<p>On winter LEA Benchmark Assessments, 21% of those tested in math scored below the 31st percentile.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All incoming 9th grade students will be assessed under the current SB-359 for course recommended course placement in mathematics.</p> <ul style="list-style-type: none"> • Use of Exact Path (for all 3-11th grade students) • Use of Illuminate to monitor student progress on district benchmarks or assessments associated to Math classes or grade levels. 	<p>FTE intervention specialist (.5 FTE) and Math instructor (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$ 92,000</p> <p>California Common Core Standards aligned curriculum and online academic support programs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,842</p> <p>PLTW class supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>	<p>FTE intervention specialist (.5 FTE) and Math instructor (.5 FTE) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 92,000</p> <p>California Common Core Standards aligned curriculum and online academic support programs. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,842</p> <p>Virtual class supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2,500</p>
<p>Students will have access to technology that supports instruction in the Common Core. Students will have access to online support programs that are fully CCSS aligned.</p> <ul style="list-style-type: none"> • The use of Edmentum products will be available for all students as deemed applicable. • A minimum of 4 virtual learning classes that support A-G mathematics courses will be encompassed as course offerings for VVCP 7-12th grade students. • PCI Academic Support Specialists will work with VVCP Instructional Staff and leadership to develop an online virtual platform to deliver a single and /or multiple high school, college preparatory subject(s) (i.e. Mathematics, Science or STEM related content area.) 	<p>Software/ hardware for a remote high school classroom 4000-4999: Books And Supplies Supplemental and Concentration \$2000</p>	<p>Virtual class supplies 4000-4999: Books And Supplies Supplemental and Concentration \$2000</p>
<p>Teachers will be supported through professional development that is aligned to Common Core Standards and instruction.</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> A minimum of 2 professional developments opportunities annually will be available for all instructional staff to further develop their skill for instruction aligned to common core. All K-12th teachers will be trained with the use of in board-approved curriculum in mathematics and English Language Arts. 	Supplemental and Concentration \$ 3000 Mathematics and/or English Language Arts support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000	Supplemental and Concentration \$3000 Mathematics and/or English Language Arts support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services that were not implemented were used to support other aspects of the goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the pandemic caused some challenges, this goal was met because most of the goal focused on intervention using online curriculum and instruction. In-person professional development was replaced with online PD.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator VVCP will coordinate with outreach programs and local community and 4 year colleges to offer college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment.</p> <p>19-20 VVCP will coordinate with outreach programs and local community and 4 year colleges to initiate college tours as demonstrated by agendas and sign-ins. VVCP will increase students who meet individual A-G course requirements. VVCP will offer a CTE online certificate program as demonstrated by the course enrollment.</p> <p>Baseline Last year Valley View Charter Prep offered two college tours. Additionally, we expanded virtual class offerings.</p>	<p>Valley View Charter Prep expanded virtual class offerings to include the same high school virtual classes and add 4 virtual class offerings and offered a CTE online certificate program.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>“TRANSITIONS” PROGRAM</p> <ul style="list-style-type: none"> Academic Counselor will coordinate with outreach programs and local community and 4 year colleges to initiate college tours. Each semester students will be encouraged to participate in one or more tours. Academic Counselor attends counselor workshops and college tours to provide recent information on college and career development opportunities. Regional counseling meetings 2x a year. Counseling is developing a pacing guide. Valley View Charter Prep will increase students who meet individual A-G course requirements through increased enrollment in VVCP A-G college preparatory coursework, third party CP coursework, community college enrollment, and demonstration of mastery through examination (SAT, College Board subject test, etc.) 	<p>Academic Counselor/HS Dean 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$126,000</p>	<p>Academic Counselor/HS Dean 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$126,000</p>
<p>Valley View Charter Prep will expand opportunities for high school students to become college ready.</p>	<p>A-G curriculum and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$ 10,000</p>	<p>a-g curriculum and supplies 4000-4999: Books And Supplies Supplemental and Concentration \$10,000</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services that were not implemented were used to support other aspects of the goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Because of the pandemic, the high school counselor/dean was not able to offer in-person tours of colleges. However, goals for virtual class expansion were met.

Goal 3

Valley View Charter Prep will continue to expand opportunities that allow parents to personally engage in their children’s learning and empower our stakeholders to further connect with their school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Valley View will expand community building, collaboration, and communication with stakeholders. Furthermore, VVCP will connect parents with staff in a variety of venues throughout the year. Indicators will include stakeholder sign-ups and agendas and stakeholder survey results.</p> <p>19-20 Valley View will expand community building, collaboration and communication with stakeholders. Indicators will include stakeholder participation, monthly newsletters, and increased usage of MS Teams.</p> <p>Baseline In 2018-2019, VVCP had not fully used Teams for school events.</p>	<p>During the pandemic, Valley View utilized online communication platforms, such as Microsoft Teams, to connect parents with school events and operations.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>VVCP will expand stakeholder outreach</p> <ul style="list-style-type: none"> Ongoing professional development for instructional staff in the use of online communication platforms to support student learning and communicate with parents 	<p>Parent liaison support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>	<p>Parent liaison support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Ongoing professional development for parents involved in the parent advisory in the use of online communication platforms. • Expansion of park days to fall and winter/spring • Development of monthly extra-curricular activities (Field Trips) • Monthly newsletters 		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions/Services that were not implemented were used to support other aspects of the goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic, VVCP could not implement in-person aspects of the goal. However, VVCP instead focused on connecting families with the school through online platforms.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional funds have been reallocated to support virtual instruction. This reallocation results in net zero spending as it is supported through instructional funding.	0.00		Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Actions related to In-Person instructional offerings were provided as planned.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

As a non-classroom based charter school, Valley View Charter Prep was not heavily impacted by the COVID-19 virus and subsequent statewide, site-based school closures. 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 continued their learning at home with their parents, under the virtual supervision of their credentialed teacher. All in-person student meetings transferred to an online platform. All classes, including our a-g courses, continued to meet online with a highly credentialed teacher. All students had consistent, regular access to assignments, assessments, and instructional support through our virtual platform.

Teachers were provided with tech support and resources to increase their ability to continue to provide educational services to their students. Human Resources provided updates with mental health supports and flexible workday guidelines for teachers and their families.

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 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 were met.

In the Spring of 2020, 100% of students who identified need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed.

Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school's ability to pivot quickly. In instances where stakeholder need was not initially met, school administrators worked with credentialed and support staff to ensure need was addressed. All additional services, needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Valley View Charter Prep 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) at Valley View 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.

Valley View Charter Prep offered 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 provided instruction on key grade-level standards using our adopted curriculum and are available to our families in the following content areas and grade level spans.

- Math grades 2-6 (GoMath)
- ELA grades 2-5 (HMH Journeys) and grades 6-8 (Study Sync)
- Science grades K-5 (Carolina 3D Science)

These classes 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 independent study teachers regularly. Teachers work with multiple families virtually to develop community and student interaction with other students using Microsoft Teams. 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 had less experience addressing specific areas of writing, elected to participate in asynchronous sessions that provided direct training on specific elements of writing instruction. Asynchronous sessions were recorded for future use to build capacity to deliver strong writing lessons. These learning opportunities were led by PCI's ELA Content Specialist.

In addition to all state-mandated assessments outlined below, Valley View Charter Prep administered the Exact Path 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 Exact Path Diagnostic was administered in the fall, winter and spring to supply teachers with data to inform instruction, show student growth, and create individualized learning paths. The Exact Path Diagnostic assessment is a web-based assessment, which allowed students to complete the assessment at home.

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 used 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.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not Applicable			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Not Applicable

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Valley View Charter Prep does not meet the requirements for Distance Learning under Ed. Code 43506 and therefore no specific actions or expenses will occur.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Not applicable

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Non-classroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, non classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A non-classroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5. <https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination. (Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our mental health supports include school counselors and the FIT (Family in Transition) program coordinator. These staff members regularly checked in on families for immediate needs. Resources for financial assistance, food/ lunch program assistance, and free Wi-Fi opportunities are shared with our at-risk population.

In March 2020, a student connection (student social emotional) survey was completed, and results were used to identify needs. We offered computers to those students in need, and offered resource packets if necessary, for those students living in transient situations. www.tinyurl.com/pcihousing At the start of the school year, these identified families were check-in on and supported by staff. In the Fall 2020 semester, multiple trainings for staff professional development were be available including: Mental Health, First Aid Training, Suicide Prevention, Homeless and Foster Youth training. Staff sensitivity training was critical for vulnerable populations as they are known to have higher risk of suicide.

Our wellness team 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. Additionally, the team focused on staff needs and wellness by providing staff check-ins, conversations, and opportunities for connection. As part of our regular tier one program, school counselors were responsible for conducting small group sessions to facilitate peer support and connection, attended online ACES training and events. (Tier 2), written and online surveys were sent to check in on student social-emotional health. Finally, (Tier 3), an online referral link was (is) included on our Pacific Charters website, our counseling website, anyone to initiate a wellness team check-in on a student. The wellness team will also created a crisis outreach video for students and staff with information on how to get help. Staff continued to receive communication on the importance of self-care, and wellness.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Valley View Charter Prep has a clear policy for student engagement in its parent handbook. When pupils are not meeting compulsory education requirements for engaging in instruction and are at risk of learning loss, school staff follow this policy of tiered re-engagement strategies to ensure students participate fully in instruction. Students, parents, teachers, and counselors confer to establish a rigorous schedule of classes. The class schedule is used to create a Master Agreement for each student at Valley View Charter Prep. This academic contract provides stakeholder agreements, provides reference to Ed. Code relevant to student rights and expectations, and outlines objectives, methods of study, methods of evaluation, and resources.

At the beginning of the school year teachers offered virtual orientation meetings for parents and students. The purpose of these meetings was multi layered, each offering a foundation of support and community engagement. On a most basic, yet critical level, these virtual orientation meetings gave the teacher an idea of who in his/her class did not have reliable internet and or technology to run the virtual platform. The teacher was able to immediately place a request with the technology department to remedy any

previously unknown technology issues. During the meeting, the teacher was able to provide an introduction to his/herself, the school, school policies, curriculum, synchronous and asynchronous instruction. With both students and parents are present, students were able to offer translation to parents who are unable to understand English.

Parents had a separate meeting with the SPED team/teacher. These meetings were held privately to ensure confidentiality. If a student or family was unable to attend due to homelessness, the teacher reached out via phone to review the meeting with the parent and student. Valley View Charter Prep has an academic counselor dedicated to working with the outreach team to provide translated information to be shared with English Learner parents at parent/teacher meetings, as well as EL monitoring meetings.

Valley View uses an automated system of tech tickets to report computer or internet problems for all student issued devices. In addition, the tech team hosts daily tech office hours for all staff to enable staff to work effectively with the students on the TEAMS platform.

Valley View Charter Prep utilizes procedures and processes to engage all pupils who utilize distance learning. Central to these procedures and processes for engagement are the virtual technology Boot Camps. Held at the beginning of each semester, these technology Boot Camp workshops introduce students to their equipment, curriculum, and teachers. Through a combination of online workshops and Valley View Charter Prep utilizes procedures and processes to engage all pupils who utilize distance learning. Central to these procedures and processes for engagement are the virtual technology Boot Camps. Held at the beginning of each semester, these technology Boot Camp workshops introduce students to their equipment, curriculum, and teachers. Through a combination of online workshops and technology distribution students learn:

Computer maintenance procedures Use of tech. tools

Electronic communication norms How to create, save, and share files

How to access programs and info for each course Organization & note-taking strategies

Virtual Boot Camps ensures that processes are accessible to all parents and families, including processes for distribution of technology and internet accessibility. At the Technology boot-camps students:

Sign out equipment, textbooks, wireless hotspots, and other supplies Get access codes and experiment with online tools

Plan for equipment collection

Following the independent study model, teachers communicate frequently with students and parents to monitor student performance and engagement, provide appropriate resources and supports, and administer formative and summative assessments. In the event a student fails to comply, adequately perform, or demonstrates disengagement any teacher or staff member may begin the process to re-engage the student. This tiered approach, as outlined in the PCI Parent/Student Handbook reinforces student expectations and positive behaviors. Categories of infractions include:

Academic

Unacceptable levels of work completion

Failing a class or earning a GPA of 2.0 in a single semester Unexcused absence from a class or teacher meeting Plagiarism or cheating

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Valley View Charter Prep is a non-classroom based school and therefore does not provide meals for students. Parents are notified via email with a list of local schools providing meals for all students regardless of local attendance. As the list updates or changes, parents will be notified. The school counselor provides an additional list of supports including local food bank information.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counseling Program Specialist	38740	38740	Yes
Pupil Learning Loss	Director of Student Services	27232	27232	Yes
Pupil Engagement and Outreach	EL Program Specialist			
Pupil Learning Loss	Edmentum Online Applications	44000	44000	Yes
Pupil Learning Loss	SPED Program Support	287802	287802	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between planned actions and the budgeted expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

At Valley View Charter Prep, parents, teachers, and students work collaboratively throughout the school year. Given this model of individualized instruction, teachers are able to identify specific needs of all students. Consequently, each credentialed teacher communicates with each family to distribute standards based curriculum, computers and hotspots to students. Various methods of communication including in-person meetings, virtual meetings, electronic surveys, phone, email, and/or text are used to ensure all student needs are met. When the pandemic hit in the Spring of 2020, 100% of students who identified additional need were provided a computer and or hotspot. Feedback from stakeholders, including parents and students, related to technology, mental, physical health, and educational concerns was gathered and addressed. Parents, already familiar and comfortable with virtual learning, were overwhelmingly pleased with the school’s ability to pivot quickly during 2020-21. In instances where stakeholder need was not initially met, school administrators were able to work with credentialed and support staff to ensure needs were met. All additional services,

needs, and concerns, including those for students with special needs were addressed through individual meetings with families and adjustments were made to accommodate the student. Based on positive stakeholder input, Valley View Charter Prep was able to ensure continuity of individualized learning for each student throughout the 2020-2021 school year.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

All students will continue to be assessed in math, English and writing throughout the 2021-24 LCAP cycle. 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 participated in synchronous interactive sessions throughout the school year during where new information, strategies, and tools were presented to teachers. Paramount to the 2021-2024 LCAP plans will be the continued common core-aligned assessments in both fall and winter. Scores from the assessments will be used to increase academic intervention as needed. Teachers will continue to improve their ability to teach writing with continued professional development, use of developed rubrics with students and intensive writing classes for students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

General Education teachers increased online support in the core academic areas, as well as enrichment engagement, via virtual platforms. Learning Continuity plans for the 2020-2021 school year included a four-fold expansion of virtual course offerings. Preparation in the Spring of 2020 for the 2020-2021 school year included curriculum and materials acquisition and schedules of courses and supports. This planning also included the training of staff and eventually students in the transition from Zoom to Microsoft Teams, a more secure and student-centered system. Valley View Charter Prep 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.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	259,342.00	259,342.00
Supplemental and Concentration	259,342.00	259,342.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	259,342.00	259,342.00
1000-1999: Certificated Personnel Salaries	233,000.00	233,000.00
4000-4999: Books And Supplies	14,500.00	14,500.00
5000-5999: Services And Other Operating Expenditures	11,842.00	11,842.00
	11,842.00	11,842.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	259,342.00	259,342.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	233,000.00	233,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	14,500.00	14,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	11,842.00	11,842.00
		11,842.00	11,842.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	113,342.00	113,342.00
Goal 2	136,000.00	136,000.00
Goal 3	10,000.00	10,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$397,774.00	\$397,774.00
All Expenditures in Learning Continuity and Attendance Plan	\$397,774.00	\$397,774.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$397,774.00	\$397,774.00
All Expenditures in Learning Continuity and Attendance Plan	\$397,774.00	\$397,774.00

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Valley View Charter Prep
CDS Code:	39686270129916
LEA Contact Information:	Name: John Mittan Position: Director for Valley View Charter Prep Phone: 209-323-9624
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$5365969
LCFF Supplemental & Concentration Grants	\$245965
All Other State Funds	\$189773
All Local Funds	\$367916
All federal funds	\$115119
Total Projected Revenue	\$6,038,777

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$6029231
Total Budgeted Expenditures in the LCAP	\$245965
Total Budgeted Expenditures for High Needs Students in the LCAP	\$245965
Expenditures not in the LCAP	\$5,783,266

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$262554
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$262554

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley View Charter Prep

CDS Code: 39686270129916

School Year: 2021-22

LEA contact information:

John Mittan

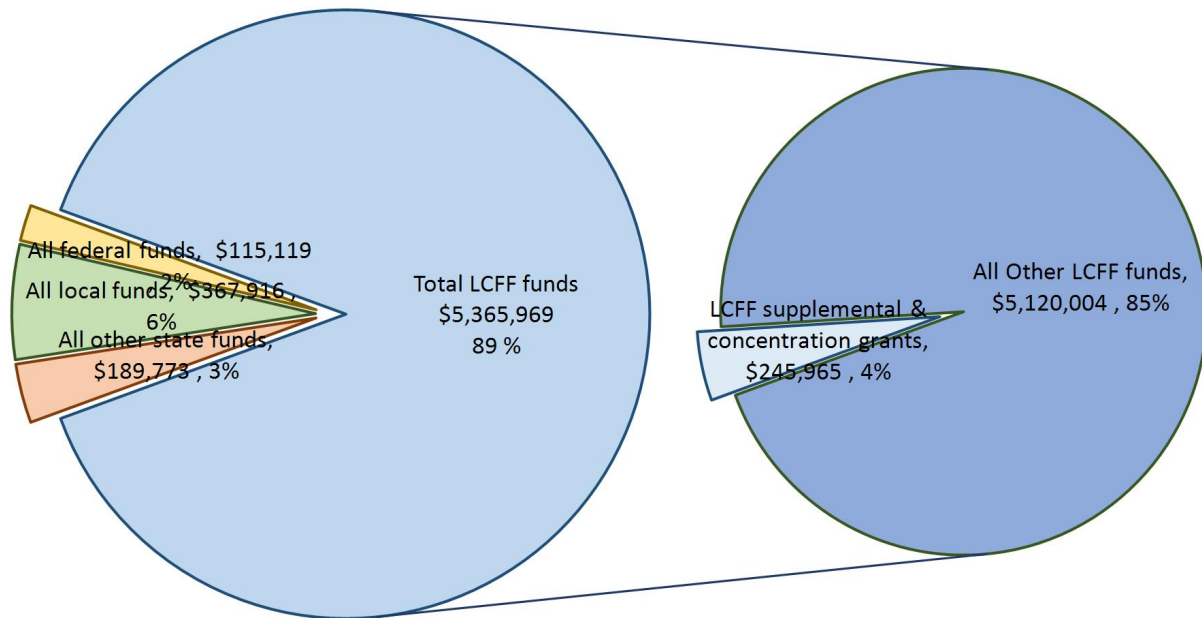
Director for Valley View Charter Prep

209-323-9624

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

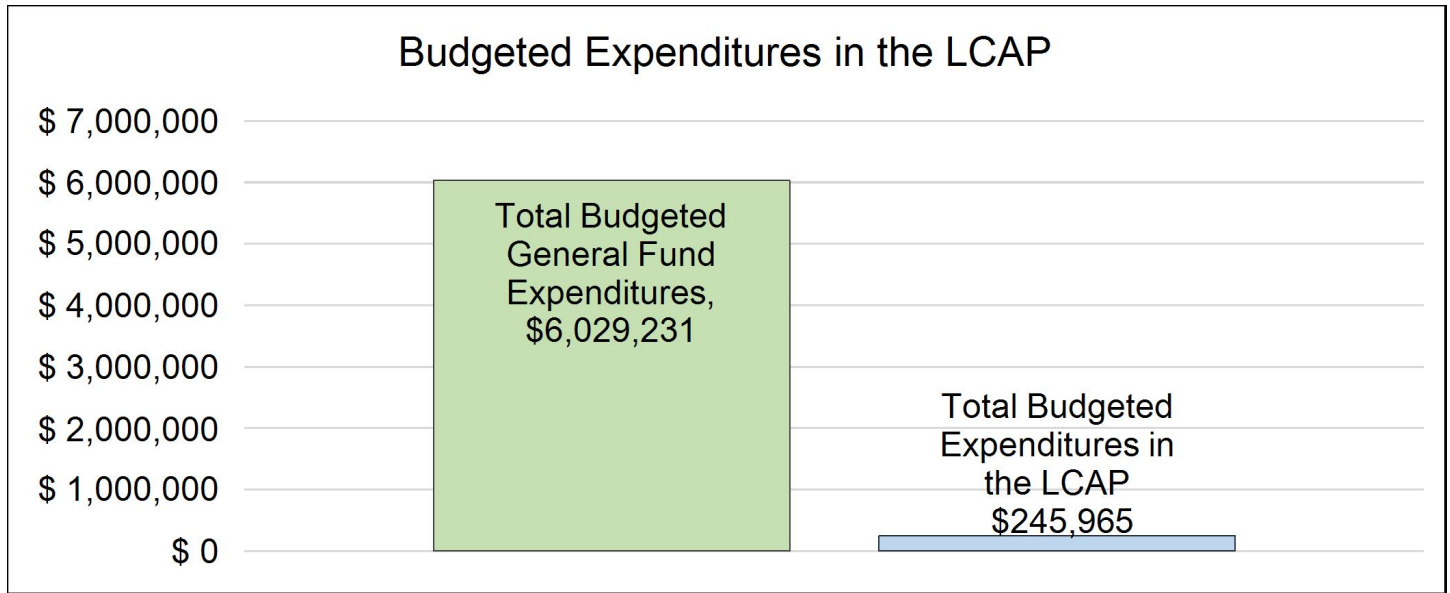


This chart shows the total general purpose revenue Valley View Charter Prep expects to receive in the coming year from all sources.

The total revenue projected for Valley View Charter Prep is \$6,038,777, of which \$5365969 is Local Control Funding Formula (LCFF), \$189773 is other state funds, \$367916 is local funds, and \$115119 is federal funds. Of the \$5365969 in LCFF Funds, \$245965 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Valley View Charter Prep plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

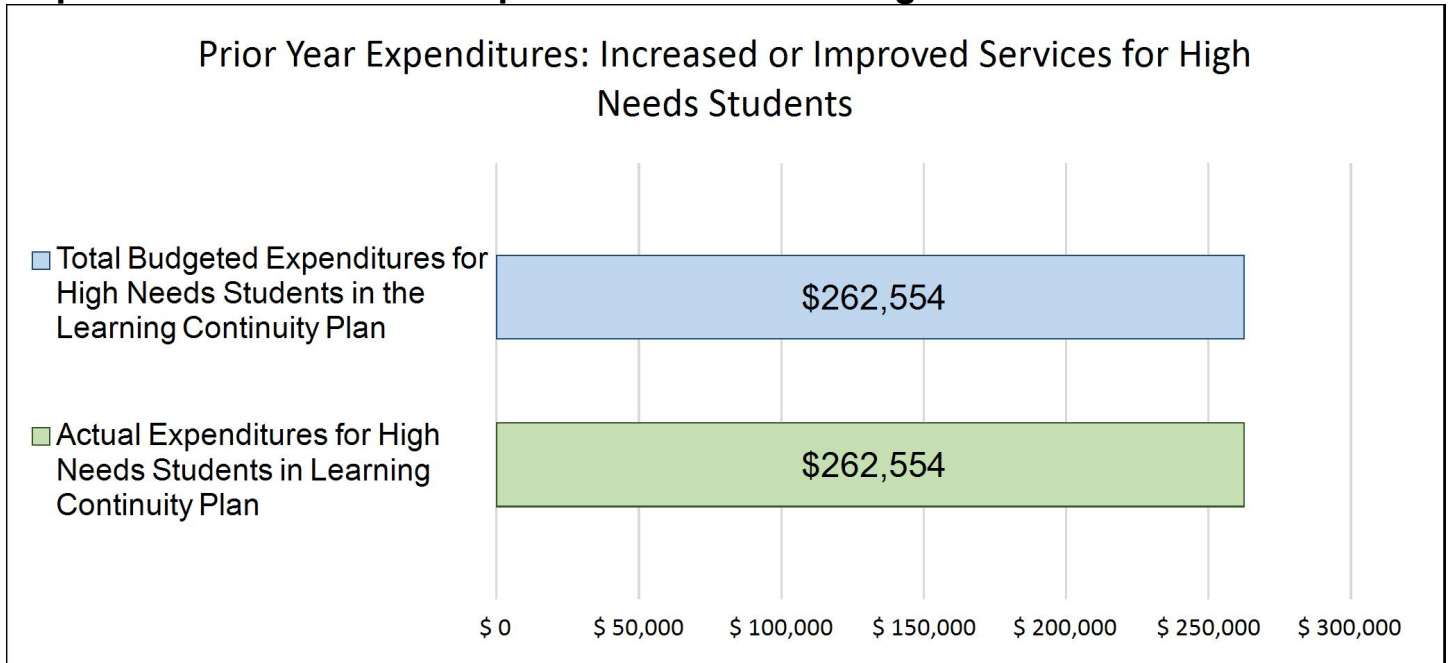
Valley View Charter Prep plans to spend \$6029231 for the 2021-22 school year. Of that amount, \$245965 is tied to actions/services in the LCAP and \$5,783,266 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Valley View Charter Prep is projecting it will receive \$245965 based on the enrollment of foster youth, English learner, and low-income students. Valley View Charter Prep must describe how it intends to increase or improve services for high needs students in the LCAP. Valley View Charter Prep plans to spend \$245965 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Valley View Charter Prep's Learning Continuity Plan budgeted \$262554 for planned actions to increase or improve services for high needs students. Valley View Charter Prep actually spent \$262554 for actions to increase or improve services for high needs students in 2020-21.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: **June 10, 2021**

AGENDA ITEM: **#4/5 – PCI 2021-2022 Adopted Budgets- 2020/2021 Actuals for Heritage Peak Charter School; Rio Valley Charter School; Valley View Charter Prep; Sutter Peak Charter Academy**

Background:

Mr. Larry Pastore, Corporate Accountant, will present this item. Per Education Code, all budgets require a public hearing prior to approval.

RECOMMENDED ACTION:

Information only, no action required.

PACIFIC CHARTER INSTITUTE

Adopted Budget

2021-22

1401 El Camino Avenue

Sacramento, CA 95815

866-992-9033

**Pacific Charter Institute
Adopted Budget
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	1,050	1,050	1,050
Rio Valley	837	837	837
Valley View	588	588	588
Sutter Peak	616	616	616

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.
- 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 - \$673,584, for Rio Valley - \$534,061, for Valley View - \$128,154, and for Sutter Peak - \$67,883.
- 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 \$4,224,065 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 \$1,383,466 have been allocated based on ADA and unduplicated counts. Special education costs of \$1,632,694 have been allocated based on student count.

Fund Balance:

Fund balance is projected to be \$10,119,295 at June 30, 2022. Of this amount, \$1,801,772 is reserved for economic uncertainties and the unappropriated portion of fund balance at June 30, 2022, is projected to be \$8,317,523.

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
Adopted Budget
2021-22

	<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		\$10,611,004	\$10,611,004	\$8,716,129	\$5,451,592	\$5,914,495	\$30,693,220
Federal		245,009	245,009	192,786	74,823	75,952	588,571
State		239,785	239,785	189,837	130,231	136,809	696,662
Local		449,056	449,056	420,000	354,647	371,126	1,594,829
Other Financing Sources	\$ -	0	0	0	0	0	0
	<u>0</u>	<u>11,544,854</u>	<u>11,544,854</u>	<u>9,518,752</u>	<u>6,011,293</u>	<u>6,498,383</u>	<u>33,573,282</u>
Expenditures:							
Certificated Salaries	363,642	7,873,352	8,236,994	3,253,971	1,891,053	2,025,106	15,407,124
Classified Salaries	1,509,078	488,585	1,997,663	148,822	239,353	149,865	2,535,703
Employee Benefits	820,345	2,477,600	3,297,945	1,183,115	645,444	547,205	5,673,709
Books & Supplies	85,000	1,907,173	1,992,173	1,434,194	828,160	998,467	5,252,995
Services	1,446,000	1,355,934	2,801,934	1,398,423	1,150,432	1,040,526	6,391,315
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	318,330	318,330	87,161	132,516	236,580	774,587
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:							
Administrative	(4,224,065)	1,434,898	(2,789,168)	1,143,818	803,543	841,807	0
Instructional	0	(1,383,466)	(1,383,466)	651,129	335,864	396,473	0
Special Education	0	(1,632,694)	(1,632,694)	899,061	359,624	374,009	0
	<u>0</u>	<u>12,839,711</u>	<u>12,839,711</u>	<u>10,199,695</u>	<u>6,385,989</u>	<u>6,610,037</u>	<u>36,035,433</u>
Excess	0	(1,294,857)	(1,294,857)	(680,943)	(374,696)	(111,655)	(2,462,151)
Fund Balance, Beginning	0	5,824,727	5,824,727	3,994,914	859,427	1,902,378	12,581,446
Fund Balance, Ending	<u>\$0</u>	<u>\$4,529,870</u>	<u>\$4,529,870</u>	<u>\$3,313,971</u>	<u>\$484,731</u>	<u>\$1,790,723</u>	<u>\$10,119,295</u>
Components of Ending Fund Balance:							
Designated Amounts:							
Reserve for Economic Uncertainty		\$641,986	\$641,986	\$509,985	\$319,299	\$330,502	\$1,801,772
Restricted		0	0	0	0	0	0
Unappropriated	0	3,887,885	3,887,885	2,803,986	165,431	1,460,221	8,317,523
	<u>\$0</u>	<u>\$4,529,870</u>	<u>\$4,529,870</u>	<u>\$3,313,971</u>	<u>\$484,731</u>	<u>\$1,790,723</u>	<u>\$10,119,295</u>

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Estimated Actuals
2020-21

	Heritage Peak			Rio Valley	Valley View	Sutter Peak	Combined
	Admin.	School Operations	Combined				
Revenues:							
LCFF Sources		\$10,132,826	\$10,132,826	\$8,135,112	\$5,380,306	\$5,277,515	\$28,925,759
Federal		1,162,031	1,162,031	903,465	115,119	109,279	2,289,894
State		1,079,846	1,079,846	860,049	566,625	553,844	3,060,364
Local		504,161	504,161	430,137	367,916	348,232	1,650,446
Other Financing Sources		0	0	0	0	0	0
		<u>12,878,864</u>	<u>12,878,864</u>	<u>10,328,763</u>	<u>6,429,966</u>	<u>6,288,870</u>	<u>35,926,463</u>
Expenditures:							
Certificated Salaries	\$ 347,036	6,433,187	6,780,223	2,972,941	1,673,976	1,687,747	13,114,887
Classified Salaries	1,390,685	469,593	1,860,278	197,427	178,476	95,855	2,332,036
Employee Benefits	762,174	2,065,425	2,827,599	1,115,091	599,868	467,491	5,010,049
Books & Supplies	85,000	1,390,740	1,475,740	997,491	956,091	1,017,226	4,446,548
Services	1,446,000	1,423,152	2,869,152	1,397,450	1,115,350	986,800	6,368,752
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	303,324	303,324	80,556	131,660	210,952	726,492
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:				0			
Administrative	(4,030,894)	1,387,469	(2,643,425)	1,079,727	803,549	760,149	(0)
Instructional	0	(768,220)	(768,220)	313,785	233,524	220,911	0
Special Education	0	(1,437,992)	(1,437,992)	791,846	316,738	329,408	0
	<u>(0)</u>	<u>11,266,678</u>	<u>11,266,678</u>	<u>8,946,314</u>	<u>6,009,232</u>	<u>5,776,539</u>	<u>31,998,763</u>
Excess	0	1,612,186	1,612,186	1,382,449	420,734	512,331	3,927,700
Fund Balance, Beginning	0	4,212,539	4,212,539	2,612,465	438,693	1,390,047	8,653,744
Fund Balance, Ending	<u>\$0</u>	<u>\$5,824,725</u>	<u>\$5,824,725</u>	<u>\$3,994,914</u>	<u>\$859,427</u>	<u>\$1,902,378</u>	<u>\$12,581,444</u>
Components of Ending Fund Balance:							
Designated Amounts:							
Reserve for Economic Uncertainty		\$563,334	\$563,334	\$447,316	\$300,462	\$288,827	\$1,599,938
Restricted		1,403,963	1,403,963	1,116,116	376,852	371,729	3,268,660
Unappropriated	0	3,857,428	3,857,428	2,431,482	182,113	1,241,822	7,712,846
	<u>\$0</u>	<u>\$5,824,725</u>	<u>\$5,824,725</u>	<u>\$3,994,914</u>	<u>\$859,427</u>	<u>\$1,902,378</u>	<u>\$12,581,444</u>

Pacific Charter Institute
Cashflow Worksheet
Actuals Through April 30, 2021
2020-21

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	Total
Beginning Cash	\$3,000,498	\$3,314,832	\$4,684,283	\$4,637,257	\$4,782,443	\$4,830,031	\$4,687,796	\$6,817,957	\$6,296,750	\$5,162,392	\$4,013,004	\$2,725,871		
Receipts:														
LCFF Sources:														
LCFF	0	874,200	1,065,410	1,314,512	1,944,950	1,353,462	3,509,011	1,382,361	722,437	1,159,635	450,397	320,991	6,869,554	20,966,920
EPA	0	0	553,639	466,373	0	553,639	466,373	0	611,602	511,061	28,884	572,154	563,715	4,327,440
In-Lieu Property Taxes	0	253,050	(97,165)	558,942	293,495	294,288	340,804	152,828	326,620	675,140	422,114	0	411,283	3,631,399
Federal	0	0	115,561	170,262	13,423	137,074	96,161	12,320	0	8,125	48,006	0	1,688,962	2,289,894
State	523	1,707	86,332	163,246	25,077	37,904	57,747	117,191	0	137,699	480,830	0	1,952,108	3,060,364
Local	500	38,530	18,396	19,482	128,906	2,595	66,224	66,196	500	59,340	15,708	0	1,234,069	1,650,446
Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>1,023</u>	<u>1,167,487</u>	<u>1,742,173</u>	<u>2,692,817</u>	<u>2,405,851</u>	<u>2,378,962</u>	<u>4,536,320</u>	<u>1,730,896</u>	<u>1,661,159</u>	<u>2,551,000</u>	<u>1,445,939</u>	<u>893,145</u>	<u>12,719,691</u>	<u>35,926,463</u>
Disbursements:														
Certificated Salaries	1,066,949	1,068,044	1,107,227	1,094,614	1,094,753	1,092,214	1,088,320	1,100,459	1,103,817	1,105,808	1,096,341	1,096,340	0	13,114,886
Classified Salaries	197,232	188,389	195,393	204,501	201,043	202,891	195,966	199,123	193,446	198,308	204,795	150,949	0	2,332,036
Employee Benefits	409,629	397,237	420,388	415,436	356,282	423,448	447,115	403,285	406,081	410,897	460,140	460,141	0	5,010,049
Books, Supplies & Services	681,536	594,706	554,653	913,519	768,408	846,795	640,641	554,733	952,670	1,810,283	971,796	1,525,560	0	10,815,300
Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	9,442	29,643	32,518	36,506	111,647	116,443	0	111,113	43,501	0	235,679	0	726,492
Debt Service - Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<u>2,355,346</u>	<u>2,257,818</u>	<u>2,307,304</u>	<u>2,660,588</u>	<u>2,456,992</u>	<u>2,676,995</u>	<u>2,488,485</u>	<u>2,257,570</u>	<u>2,767,127</u>	<u>3,568,797</u>	<u>2,733,072</u>	<u>3,468,669</u>	<u>0</u>	<u>31,998,763</u>
Prior-Year Transactions:														
Accounts Receivable	3,133,194	2,532,387	569,857	122,638	96,234	45,409	107,523	2,702	0	(62,109)	0	0	137,998	6,685,833
Accounts Payable	464,537	72,605	51,752	9,681	(2,495)	(110,389)	25,197	(2,765)	28,390	69,482	0	0	426,592	1,032,587
	<u>2,668,657</u>	<u>2,459,782</u>	<u>518,105</u>	<u>112,957</u>	<u>98,729</u>	<u>155,798</u>	<u>82,326</u>	<u>5,467</u>	<u>(28,390)</u>	<u>(131,591)</u>	<u>0</u>	<u>0</u>	<u>(288,594)</u>	<u>5,653,246</u>
Net Increase (Decrease)	314,334	1,369,451	(47,026)	145,186	47,688	(142,235)	2,130,161	(521,207)	(1,134,358)	(1,149,388)	(1,287,133)	(2,575,524)	12,431,097	
Ending Cash	<u>\$3,314,832</u>	<u>\$4,684,283</u>	<u>\$4,637,257</u>	<u>\$4,782,443</u>	<u>\$4,830,031</u>	<u>\$4,687,796</u>	<u>\$6,817,957</u>	<u>\$6,296,750</u>	<u>\$5,162,392</u>	<u>\$4,013,004</u>	<u>\$2,725,871</u>	<u>\$150,347</u>		
Ending Cash plus Accruals														<u>\$12,581,444</u>

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

	2020-21	2021-22	2022-23
<u>Revenues:</u>			
LCFF Sources	\$30,693,220	\$31,583,511	\$32,561,906
Federal	588,571	588,571	588,571
State	696,662	696,662	696,662
Local	1,594,829	1,594,829	1,594,829
Other Financing Sources	0	0	0
	33,573,282	34,463,573	35,441,968
<u>Expenditures:</u>			
Certificated Salaries	15,407,124	14,064,064	14,630,263
Classified Salaries	2,535,703	2,440,030	2,562,031
Employee Benefits	5,673,709	5,577,108	5,758,365
Books & Supplies	5,252,995	4,060,873	4,060,873
Services	6,391,315	6,094,706	6,094,706
Capital Outlay	0	0	0
Other Outgo	774,587	715,705	763,889
Debt Service - Principal	0	0	0
Debt Service - Interest	0	0	0
	36,035,433	32,952,486	33,870,127
Excess	(2,462,151)	1,511,087	1,571,841
Fund Balance, Beginning	12,581,446	10,119,295	11,630,382
Fund Balance, Ending	\$10,119,295	\$11,630,382	\$13,202,223
<u>Components of Ending Fund Balance:</u>			
Designated Amounts:			
Reserve for Economic Uncertainty	\$1,801,772	\$1,647,624	\$1,693,506
Restricted	0	0	0
Unappropriated	8,317,523	9,982,757	11,508,717
	\$10,119,295	\$11,630,382	\$13,202,223

Pacific Charter Institute
Statement of Revenues, Expenditures and Changes in Fund Balance
Adopted Budget
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		\$10,897,689	\$10,897,689	\$9,021,262	\$5,600,697	\$6,063,863	\$31,583,511
Federal		245,009	245,009	192,786	74,823	75,952	588,571
State		239,785	239,785	189,837	130,231	136,809	696,662
Local		449,056	449,056	420,000	354,647	371,126	1,594,829
Other Financing Sources		0	0	0	0	0	0
	<u>0</u>	<u>11,831,539</u>	<u>11,831,539</u>	<u>9,823,885</u>	<u>6,160,398</u>	<u>6,647,751</u>	<u>34,463,573</u>
Expenditures:							
Certificated Salaries	\$363,643	7,170,126	7,533,769	2,960,850	1,726,455	1,842,990	14,064,064
Classified Salaries	1,584,532	440,249	2,024,781	78,132	215,192	121,925	2,440,030
Employee Benefits	861,363	2,405,793	3,267,155	1,157,018	630,139	522,797	5,577,108
Books & Supplies	85,000	1,241,409	1,326,409	907,836	828,160	998,467	4,060,873
Services	1,446,000	1,255,737	2,701,737	1,318,416	1,084,300	990,252	6,094,706
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	326,931	326,931	90,213	56,007	242,555	715,705
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:							
Administrative	(4,340,537)	1,474,463	(2,866,075)	1,175,357	825,699	865,018	0
Instructional	0	(1,424,970)	(1,424,970)	670,663	345,940	408,367	0
Special Education	0	(1,681,675)	(1,681,675)	926,033	370,413	385,230	0
	<u>0</u>	<u>11,208,062</u>	<u>11,208,062</u>	<u>9,284,517</u>	<u>6,082,305</u>	<u>6,377,601</u>	<u>32,952,486</u>
Excess	0	623,477	623,477	539,368	78,093	270,149	1,511,087
Fund Balance, Beginning	0	4,529,870	4,529,870	3,313,971	484,731	1,790,723	10,119,295
Fund Balance, Ending	<u>\$0</u>	<u>\$5,153,347</u>	<u>\$5,153,347</u>	<u>\$3,853,339</u>	<u>\$562,823</u>	<u>\$2,060,872</u>	<u>\$11,630,382</u>
Components of Ending Fund Balance:							
Designated Amounts:							
Reserve for Economic Uncertainty		\$560,403	\$560,403	\$464,226	\$304,115	\$318,880	\$1,647,624
Restricted		0	0	0	0	0	0
Unappropriated	0	4,592,944	4,592,944	3,389,113	258,708	1,741,992	9,982,757
	<u>\$0</u>	<u>\$5,153,347</u>	<u>\$5,153,347</u>	<u>\$3,853,339</u>	<u>\$562,823</u>	<u>\$2,060,872</u>	<u>\$11,630,382</u>

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

	<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		\$11,236,604	\$11,236,604	\$9,300,051	\$5,773,997	\$6,251,254	\$32,561,906
Federal		245,009	245,009	192,786	74,823	75,952	588,571
State		239,785	239,785	189,837	130,231	136,809	696,662
Local		449,056	449,056	420,000	354,647	371,126	1,594,829
Other Financing Sources		0	0	0	0	0	0
	<u>0</u>	<u>12,170,454</u>	<u>12,170,454</u>	<u>10,102,674</u>	<u>6,333,698</u>	<u>6,835,142</u>	<u>35,441,968</u>
Expenditures:							
Certificated Salaries	\$381,825	7,456,931	7,838,756	3,079,284	1,795,513	1,916,710	14,630,263
Classified Salaries	1,663,758	462,262	2,126,020	82,038	225,952	128,021	2,562,031
Employee Benefits	889,357	2,483,981	3,373,338	1,194,621	650,618	539,788	5,758,365
Books & Supplies	85,000	1,241,409	1,326,409	907,836	828,160	998,467	4,060,873
Services	1,446,000	1,255,737	2,701,737	1,318,416	1,084,300	990,252	6,094,706
Capital Outlay	0	0	0	0	0	0	0
Other Outgo	0	337,098	337,098	93,001	83,740	250,050	763,889
Debt Service - Principal	0	0	0	0	0	0	0
Debt Service - Interest	0	0	0	0	0	0	0
PCI Cost Allocation:							
Administrative	(4,465,941)	1,517,062	(2,948,879)	1,209,315	849,555	890,009	0
Instructional		(1,467,719)	(1,467,719)	690,783	356,318	420,618	0
Special Education		(1,732,126)	(1,732,126)	953,814	381,525	396,786	0
	<u>0</u>	<u>11,554,635</u>	<u>11,554,635</u>	<u>9,529,107</u>	<u>6,255,682</u>	<u>6,530,703</u>	<u>33,870,127</u>
Excess	0	615,819	615,819	573,567	78,016	304,439	1,571,841
Fund Balance, Beginning	0	5,153,347	5,153,347	3,853,339	562,823	2,060,872	11,630,382
Fund Balance, Ending	<u>\$0</u>	<u>\$5,769,166</u>	<u>\$5,769,166</u>	<u>\$4,426,906</u>	<u>\$640,840</u>	<u>\$2,365,311</u>	<u>\$13,202,223</u>
Components of Ending Fund Balance:							
Designated Amounts:							
Reserve for Economic Uncertainty		\$577,732	\$577,732	\$476,455	\$312,784	\$326,535	\$1,693,506
Restricted		0	0	0	0	0	0
Unappropriated	0	5,191,435	5,191,435	3,950,450	328,056	2,038,776	11,508,717
	<u>\$0</u>	<u>\$5,769,166</u>	<u>\$5,769,166</u>	<u>\$4,426,906</u>	<u>\$640,840</u>	<u>\$2,365,311</u>	<u>\$13,202,223</u>

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

	2020-21 Estimated Actuals	2021-22 Adopted Budget
<u>Revenues:</u>		
LCFF Sources	\$10,132,826	\$10,611,004
Federal	1,162,031	245,009
State	1,079,846	239,785
Local	504,161	449,056
Other Financing Sources	0	0
	12,878,864	11,544,854
<u>Expenditures:</u>		
Certificated Salaries	6,433,187	7,873,352
Classified Salaries	469,593	488,585
Employee Benefits	2,065,425	2,477,600
Books & Supplies	1,390,740	1,907,173
Services	1,423,150	1,355,934
Capital Outlay	0	0
Other Outgo	303,324	318,330
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	1,387,469	1,434,898
Instructional	(768,220)	(1,383,466)
Special Education	(1,437,992)	(1,632,694)
	11,266,676	12,839,711
Excess	1,612,188	(1,294,857)
Fund Balance, Beginning	4,212,539	5,824,727
Fund Balance, Ending	\$5,824,727	\$4,529,870
<u>Components of Ending Fund Balance:</u>		
Designated Amounts:		
Reserve for Economic Uncertainty	\$563,334	\$641,986
Restricted	1,403,963	0
Unappropriated	3,857,430	3,887,885
	\$5,824,727	\$4,529,870

Heritage Peak Charter School
Revenue Detail
Adopted Budget
2021-22

<u>LCFF Sources:</u>	<u>Object</u>	<u>Resource</u>	
LCFF	8011	0000	\$6,663,526
EPA	8012	1400	2,277,485
In-Lieu Property Taxes	8096	0000	1,669,993
Total Revenue Limit			<u>10,611,004</u>
 <u>Federal:</u>			
Title I Part A	8290	3010	245,009
			<u>245,009</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	29,785
Lottery	8560	1100	210,000
Total State Revenue			<u>239,785</u>
 <u>Local:</u>			
Special Education	8792	6500	449,056
Total Local Revenue			<u>449,056</u>
 <u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$11,544,854</u>

Heritage Peak Charter School
Revenue Detail
Estimated Actuals
2020-21

<u>LCFF Sources:</u>	<u>Object</u>	<u>Resource</u>	
LCFF	8011	0000	\$6,166,168
EPA	8012	1400	2,288,617
In-Lieu Property Taxes	8096	0000	1,678,041
Total Revenue Limit			<u>10,132,826</u>
 <u>Federal:</u>			
Title I Part A	8290	3010	245,009
ESSER I	8290	3210	180,929
ESSER II	8290	3212	665,764
LLMF	8290	3220	70,329
			<u>1,162,031</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	45,370
Lottery	8560	1100	209,945
LLMF	8590	7420	86,332
Expanded Learning Opportunities	8590	7425	667,979
Expanded Learning Opportunities	8590	7426	70,220
Total State Revenue			<u>1,079,846</u>
 <u>Local:</u>			
Special Education	8792	6500	504,161
Total Local Revenue			<u>504,161</u>
 <u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$12,878,864</u>

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

	<u>2020-21 Estimated Actuals</u>	<u>2021-22 Adopted Budget</u>
<u>Revenues:</u>		
LCFF Sources	\$8,135,112	\$8,716,129
Federal	903,465	192,786
State	860,049	189,837
Local	430,137	420,000
	<u>10,328,763</u>	<u>9,518,752</u>
<u>Expenditures:</u>		
Certificated Salaries	2,972,941	3,253,971
Classified Salaries	197,427	148,822
Employee Benefits	1,115,091	1,183,115
Books & Supplies	997,491	1,434,194
Services	1,397,450	1,398,423
Capital Outlay	0	0
Other Outgo	80,556	87,161
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	1,079,727	1,143,818
Instructional	313,785	651,129
Special Education	791,846	899,061
	<u>8,946,314</u>	<u>10,199,695</u>
Excess	1,382,449	(680,943)
Fund Balance, Beginning	2,612,465	3,994,914
Fund Balance, Ending	<u>\$3,994,914</u>	<u>\$3,313,971</u>
<u>Components of Ending Fund Balance:</u>		
Revolving Cash		
Designated Amounts:		
Reserve for Economic Uncertainty (5%)	\$447,316	\$509,985
Restricted	1,116,116	0
Unappropriated	2,431,482	2,803,986
	<u>\$3,994,914</u>	<u>\$3,313,971</u>

Rio Valley Charter School
Revenue Detail
Adopted Budget
2021-22

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$5,183,429
EPA	8012	1400	1,836,570
In-Lieu Property Taxes	8096	0000	1,696,130
Total Revenue Limit			<u>8,716,129</u>
<u>Federal:</u>			
Title I Part A	8290	3010	192,786
Total Federal Revenue			<u>192,786</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	25,637
Lottery	8560	1100	164,200
Total State Revenue			<u>189,837</u>
<u>Local:</u>			
Special Education	8792	6500	420,000
Total Local Revenue			<u>420,000</u>
			<u><u>\$9,518,752</u></u>

Rio Valley Charter School
 Revenue Detail
 Estimated Actuals
 2020-21

<u>LCFF Sources:</u>	<u>Object</u>	<u>Resource</u>	
LCFF	8011	0000	\$4,670,790
EPA	8012	1400	1,801,081
In-Lieu Property Taxes	8096	0000	1,663,241
Total Revenue Limit			<u>8,135,112</u>
 <u>Federal:</u>			
Title I Part A	8290	3010	192,786
ESSER I	8290	3210	127,524
ESSER II	8290	3212	526,358
LLMF	8290	3220	56,797
Total Federal Revenue			<u>903,465</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	37,192
Lottery	8560	1100	163,379
LLMF	8590	7420	69,720
Expanded Learning Opportunities	8590	7425	533,382
Expanded Learning Opportunities	8590	7426	56,376
Total State Revenue			<u>860,049</u>
 <u>Local:</u>			
Special Education	8792	6500	430,137
Total Local Revenue			<u>430,137</u>
			<u><u>\$10,328,763</u></u>

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

<u>Revenues:</u>	<u>2020-21 Estimated Actuals</u>	<u>2021-22 Adopted Budget</u>
LCFF Sources	\$5,380,306	\$5,451,592
Federal	115,119	74,823
State	566,625	130,231
Local	367,916	354,647
	<u>6,429,966</u>	<u>6,011,293</u>
 <u>Expenditures:</u>		
Certificated Salaries	1,673,976	1,891,053
Classified Salaries	178,476	239,353
Employee Benefits	599,868	645,444
Books & Supplies	956,091	828,160
Services	1,115,350	1,150,432
Capital Outlay	0	0
Other Outgo	131,660	132,516
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	803,549	803,543
Instructional	233,524	335,864
Special Education	316,738	359,624
	<u>6,009,232</u>	<u>6,385,989</u>
 Excess	 420,734	 (374,696)
 Fund Balance, Beginning	 438,693	 859,427
 Fund Balance, Ending	 <u>\$859,427</u>	 <u>\$484,731</u>
 <u>Components of Ending Fund Balance:</u>		
Revolving Cash		
Designated Amounts:		
Reserve for Economic Uncertainty (5%)	\$300,462	\$319,299
Restricted	376,852	0
Unappropriated	182,113	165,431
	<u>\$859,427</u>	<u>\$484,731</u>

**Valley View Charter Prep
Revenue Detail
Adopted Budget
2021-22**

<u>LCFF Sources:</u>	<u>Object</u>	<u>Resource</u>	
LCFF	8011	0000	\$5,252,260
EPA	8012	1400	117,600
In-Lieu Property Taxes	8096	0000	81,732
Total Revenue Limit			<u>5,451,592</u>
 <u>Federal:</u>			
Special Education	8181	3310	74,823
Total Federal Revenue			<u>74,823</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	12,631
Lottery	8560	1100	117,600
Total State Revenue			<u>130,231</u>
 <u>Local:</u>			
Special Education	8792	6500	354,647
Total Local Revenue			<u>354,647</u>
			<u><u>\$6,011,293</u></u>

**Valley View Charter Prep
Revenue Detail
Estimated Actuals
2020-21**

<u>LCFF Sources:</u>	<u>Object</u>	<u>Resource</u>	
LCFF	8011	0000	\$5,173,272
EPA	8012	1400	122,144
In-Lieu Property Taxes	8096	0000	84,890
Total Revenue Limit			<u>5,380,306</u>
 <u>Federal:</u>			
Special Education	8181	3310	77,750
LLMF	8290	3220	37,369
Total Federal Revenue			<u>115,119</u>
 <u>State:</u>			
Mandate Block Grant	8550	0000	22,312
Lottery	8560	1100	121,589
LLMF	8590	7420	45,872
Expanded Learning Opportunities	8590	7425	339,567
Expanded Learning Opportunities	8590	7426	37,285
Total State Revenue			<u>566,625</u>
 <u>Local:</u>			
Special Education	8792	6500	367,916
Total Local Revenue			<u>367,916</u>
			<u>\$6,429,966</u>

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

	2020-21 Estimated Actuals	2021-22 Adopted Budget
<u>Revenues:</u>		
LCFF Sources	\$5,277,515	\$5,914,495
Federal	109,279	75,952
State	553,844	136,809
Local	348,232	371,126
	6,288,870	6,498,383
<u>Expenditures:</u>		
Certificated Salaries	1,687,747	2,025,106
Classified Salaries	95,855	149,865
Employee Benefits	467,491	547,205
Books & Supplies	1,017,226	998,467
Services	986,800	1,040,526
Capital Outlay	0	0
Other Outgo	210,952	236,580
Debt Service - Principal	0	0
Debt Service - Interest	0	0
PCI Cost Allocation:		
Administrative	760,149	841,807
Instructional	220,911	396,473
Special Education	329,408	374,009
	5,776,539	6,610,037
Excess	512,331	(111,655)
Fund Balance, Beginning	1,390,047	1,902,378
Fund Balance, Ending	\$1,902,378	\$1,790,723
<u>Components of Ending Fund Balance:</u>		
Designated Amounts:		
Reserve for Economic Uncertainty	\$288,827	\$330,502
Restricted	371,729	0
Unappropriated	1,241,822	1,460,221
	\$1,902,378	\$1,790,723

**Sutter Peak Charter Academy
Revenue Detail
Adopted Budget
2021-22**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$5,572,572
EPA	8012	1400	123,200
In-Lieu Property Taxes	8096	0000	218,723
Total Revenue Limit			<u>5,914,495</u>
<u>Federal:</u>			
Special Education	8181	3310	75,952
			<u>75,952</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	14,409
Lottery	8560	1100	122,400
Total State Revenue			<u>136,809</u>
<u>Local:</u>			
Special Education	8792	6500	371,126
Total Local Revenue			<u>371,126</u>
<u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$6,498,383</u>

**Sutter Peak Charter Academy
Revenue Detail
Estimated Actuals
2020-21**

	<u>Object</u>	<u>Resource</u>	
<u>LCFF Sources:</u>			
LCFF	8011	0000	\$4,956,690
EPA	8012	1400	115,598
In-Lieu Property Taxes	8096	0000	205,227
Total Revenue Limit			<u>5,277,515</u>
<u>Federal:</u>			
Special Education	8181	3310	72,500
LLMF	8290	3220	36,779
			<u>109,279</u>
<u>State:</u>			
Mandate Block Grant	8550	0000	21,946
Lottery	8560	1100	115,022
LLMF	8590	7420	45,147
Expanded Learning Opportunities	8590	7425	335,156
Expanded Learning Opportunities	8590	7426	36,573
Total State Revenue			<u>553,844</u>
<u>Local:</u>			
Special Education	8792	6500	348,232
Total Local Revenue			<u>348,232</u>
<u>Other Financing Sources:</u>			
			<u>0</u>
			<u>\$6,288,870</u>

SB359 Report 2020-21

Student Counts and Percentage of 9th grade Enrollment in the Leveled Integrated Math Courses

	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Integrated Math Skills	N/A	10	2	27	15
Integrated Math Part 1 of 4	N/A	N/A	12	28	16
Integrated Math Part 2 of 4	N/A	N/A	22	25	17
Integrated Math Readiness	71	44	N/A	N/A	N/A
CP Integrated Math 1 or Higher	157	158	108	65	29
Percent of 9 th graders in CP Integrated Math 1 or Higher	68%	74%	75%	45%	38%
Percent of 9 th graders in a course below CP Integrated Math 1	32%	26%	25%	55%	62%

Over the first five years since SB359 passed, PCI schools increased the percentage of 9th grade students at grade level in math. PCI schools increased from 38% to 68% of students enrolled in, and completing, CP Integrated Math 1 or higher.

In 2019-20 we eliminated the option to take Integrated Math through a four-semester series and implemented Integrated Math Readiness in 9th grade.

In 2020-21, we eliminated the option for Integrated Math Skills and began to offer the Integrated Math Readiness course 8th grade students in hopes that more 9th grade students would enroll in CP Integrated Math 1 in 2021-22.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #5/2- **Student Achievement Strategic Agility Goals-** Heritage Peak Charter School, Rio Valley Charter School, Valley View Charter Prep and Sutter Peak Charter Academy

Background:

The PCI School Directors will present and discuss revisions to PCI strategic agility academic goals for the 21/22 school year. Presenters will discuss current strategic agility goals and rationale for revisions to support student growth in the 21/22 school year.

RECOMMENDED ACTION:

Information only, no action required.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #6/1- PCI Site Based Charter School Approval

Background:

Pacific Charter Institute has the opportunity to open a division of schools that are site-based as an extension to the current independent study and homeschool charter schools. The team designing the plan and strategy include PCI staff and external experts who will present the rationale for site-based schools.

The Board members will receive the presentation at their home and via email prior to the meeting.

RECOMMENDED ACTION:

Board of Directors approve the PCI Site Based Charter School Approval.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #7/1 – Closed Session

Background:

The Board will adjourn to closed session regarding the following matters.

1. Public Employee Performance Evaluation (Certificated) - Executive Director (G.C. 54957)
-



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #9/1 – Required Oral Report Regarding Executive Director
Employment Agreement Compensation

Background:

Pursuant to Government Code section 54953 Board President, Dr. Rex Fortune, will provide an oral report regarding the Executive Director's Employment Agreement Compensation prior to taking action in open session to approve the Executive Director's Employment Agreement for the 2021-2022 school year.

RECOMMENDED ACTION:

Information only, no action required.



Pacific Charter Institute

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

BOARD OF DIRECTORS MEETING

DATE: June 10, 2021

AGENDA ITEM: #9/2 – Approval of Executive Director Employment Agreement for 2021-2022 School Year

Background:

Pursuant to Government Code section 54956 the contract approval of the Executive Director must be taken at a regular meeting in open session.

RECOMMENDED ACTION:

The Board of Directors approve the Executive Director's Employment Agreement for the 2021-2022 School Year.