



## 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
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### 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](http://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	<p>19-20 2nd grade students- 46 tested, 50% on benchmark</p> <p>20-21 2nd grade students-47 students tested, 64% met the benchmark on the Oral Reading fluency exam.</p>				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.

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# 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.

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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.

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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.

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## 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
<b>Total:</b>	\$425,302.00	\$425,302.00
<b>LEA-wide Total:</b>	\$425,302.00	\$425,302.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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><b>Metric/Indicator</b> 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.

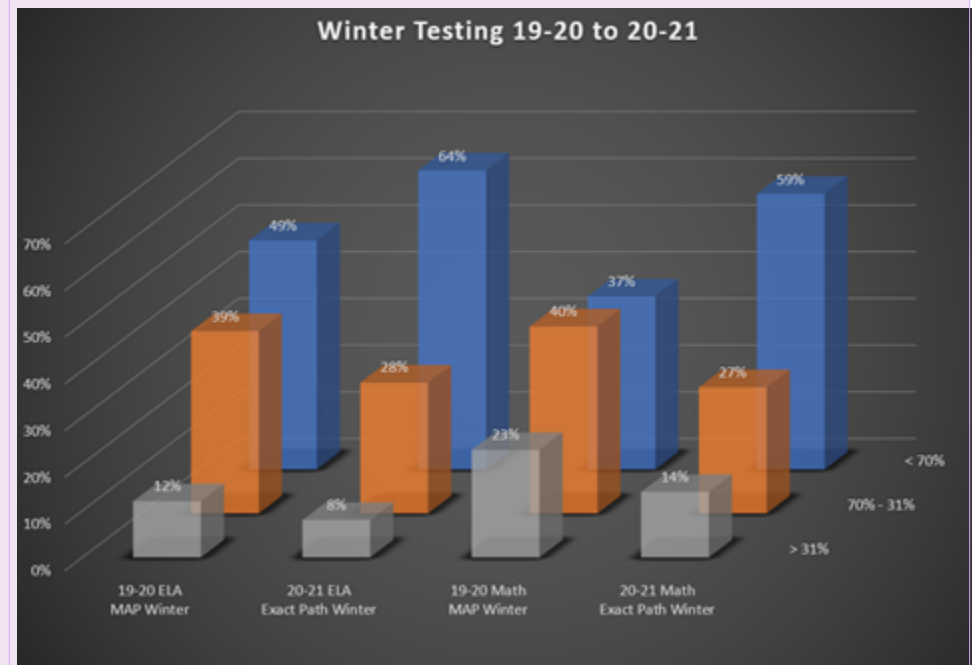
### Actual

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:

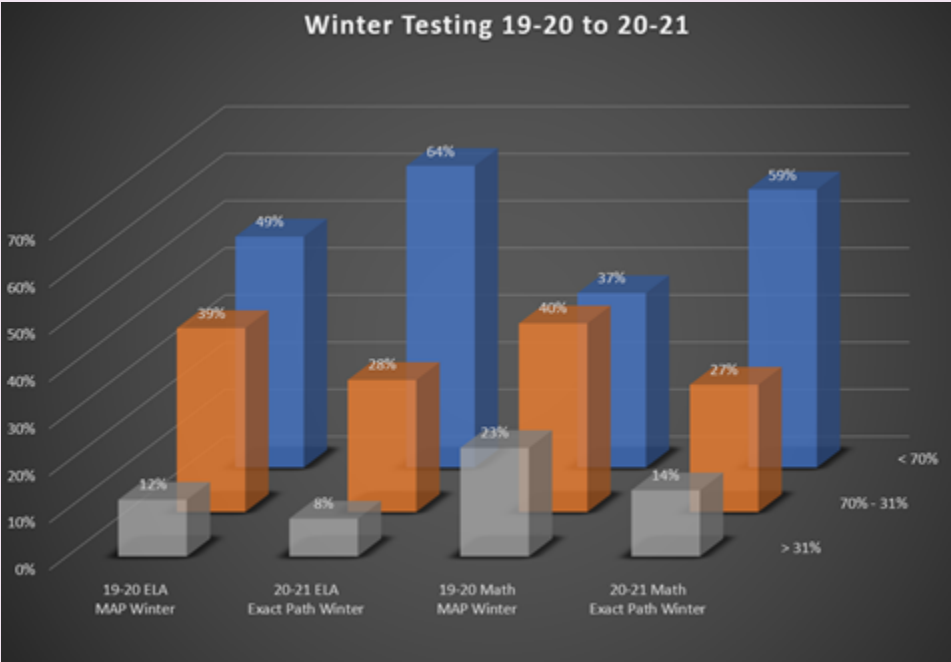
State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
    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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            SBAC scores            NWEA/MAP scores            Edmentum Diagnostic</p> <p><b>19-20</b>            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><b>Baseline</b>            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>&lt; 70%</td> <td>12%</td> <td>8%</td> </tr> <tr> <td>70 - 31%</td> <td>39%</td> <td>28%</td> </tr> <tr> <td>&gt; 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><b>Metric/Indicator</b>            LCAP Stakeholder survey</p> <p><b>19-20</b>            Due to the COVID 19 crises, no LCAP stakeholder survey was presented.</p> <p><b>Baseline</b>            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> <p>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</p>

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
<p>SPCA will maintain a Facebook page, and Blog for information on school events, activities and information.</p>	<p>Online Platforms 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,283</p>	<p>Online Platforms 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$21,283</p>
<p>3.2 SPCA will provide opportunities for parents to participate and plan school events and trainings.</p>	<p>Parent trainings/meetings, School Events 5000-5999: Services And Other Operating Expenditures</p>	<p>Parent trainings/meetings, School Events 5000-5999: Services And Other Operating Expenditures</p>

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><b>Metric/Indicator</b> Student Master Agreements ( Course Schedules)</p> <p><b>19-20</b> 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><b>Baseline</b> 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 &amp; 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
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## 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](http://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](http://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](http://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](mailto: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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	111,500.00	111,500.00
<b>Goal 2</b>	109,500.00	109,500.00
<b>Goal 3</b>	131,283.00	131,283.00
<b>Goal 4</b>	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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$407,430.00</b>	<b>\$407,430.00</b>

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		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$407,430.00</b>	<b>\$407,430.00</b>

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Sutter Peak Charter Academy
<b>CDS Code:</b>	51-71423
<b>LEA Contact Information:</b>	Name: Heather Marshall Position: Director Phone: 916.992.9033
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$5,273,793
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$374,411
<b>All Other State Funds</b>	\$182,115
<b>All Local Funds</b>	\$348,232
<b>All federal funds</b>	\$109,279
<b>Total Projected Revenue</b>	\$5,913,419

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$5,796,539
<b>Total Budgeted Expenditures in the LCAP</b>	\$374,411
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$374,411
<b>Expenditures not in the LCAP</b>	\$5,422,128

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$398,123
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$398,123

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

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

# 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

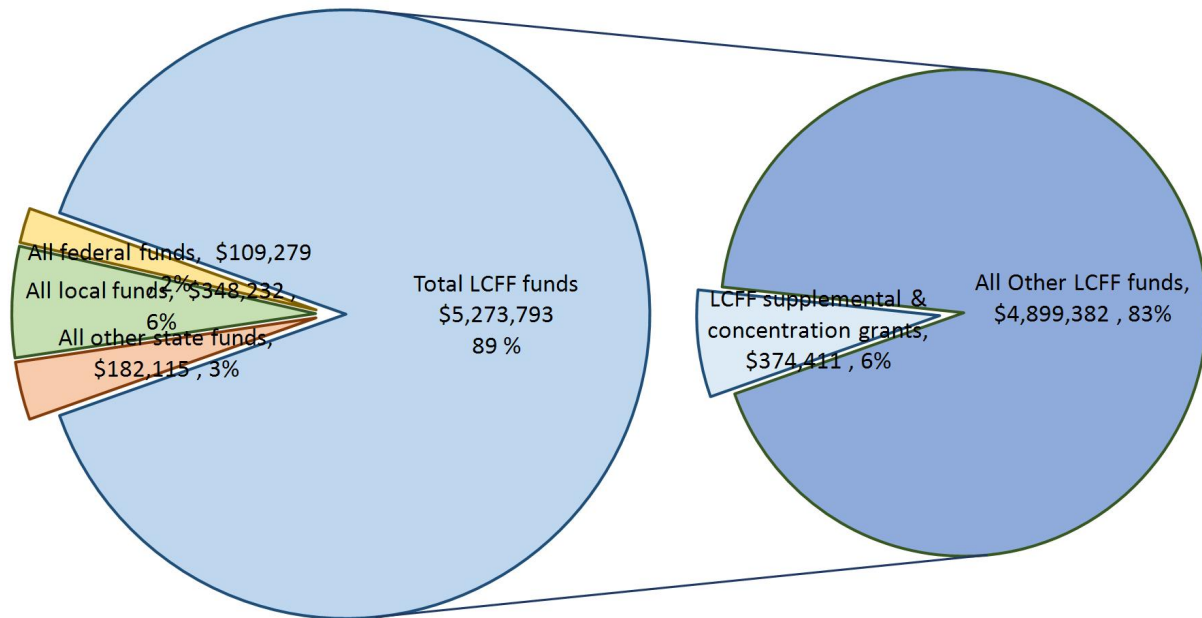
Director

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



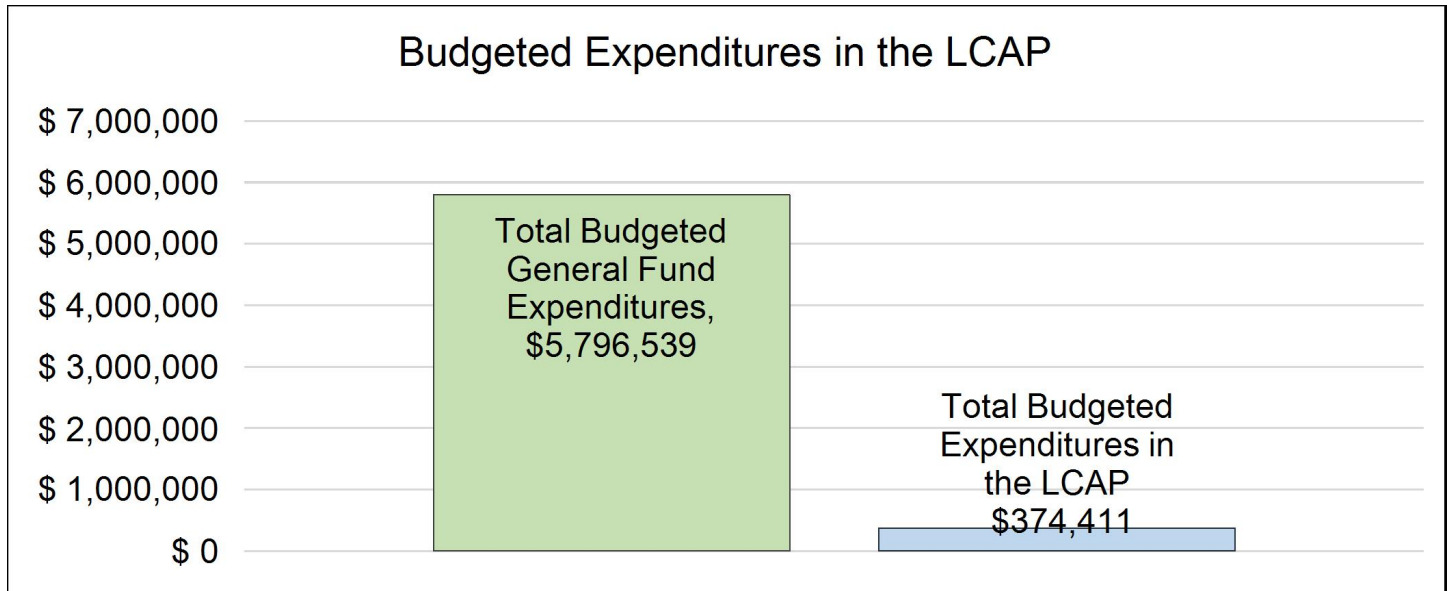
This chart shows the total general purpose revenue Sutter Peak Charter Academy expects to receive in the coming year from all sources.

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.

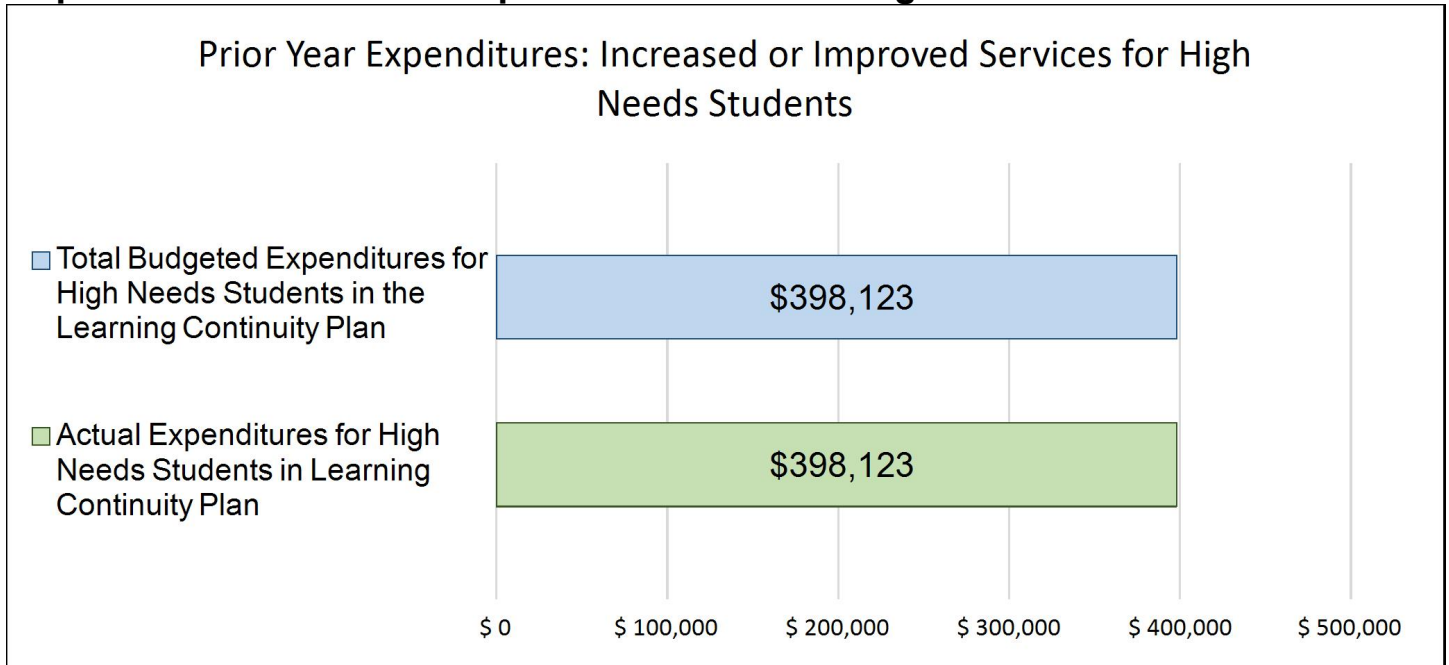
Sutter Peak Charter Academy plans to spend \$5,796,539 for the 2021-22 school year. Of that amount, \$374,411 is tied to actions/services in the LCAP and \$5,422,128 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## 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.

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Sutter Peak Charter Academy
<b>CDS Code:</b>	51-71423
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<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$0

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



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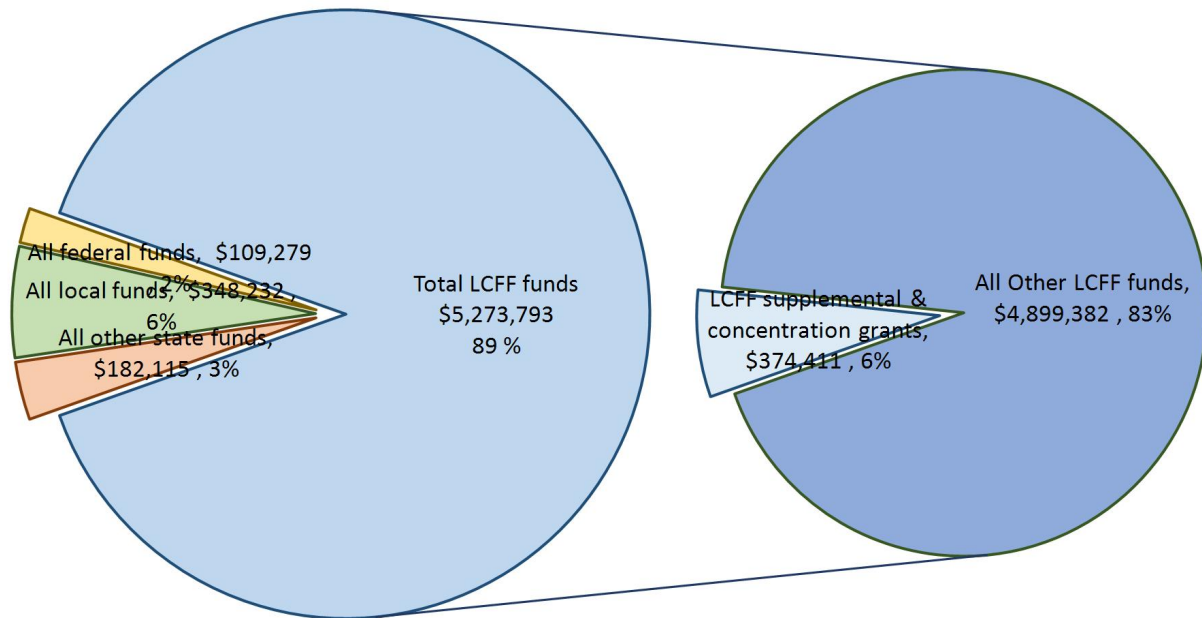
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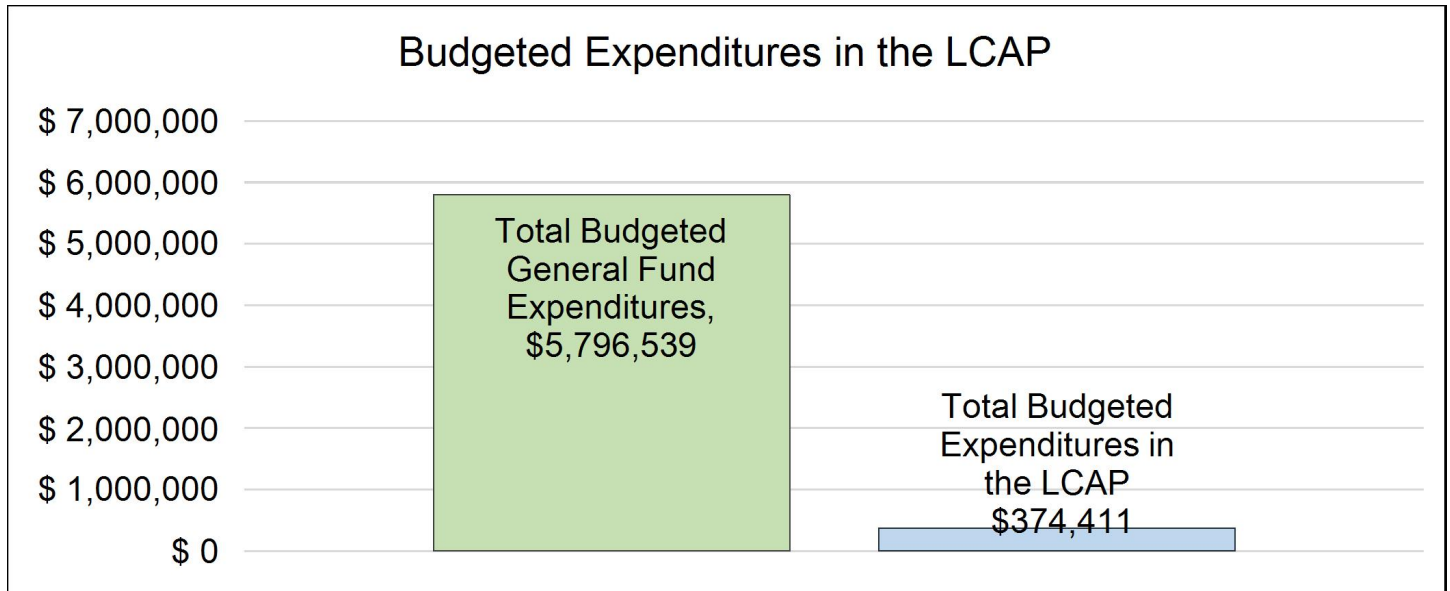
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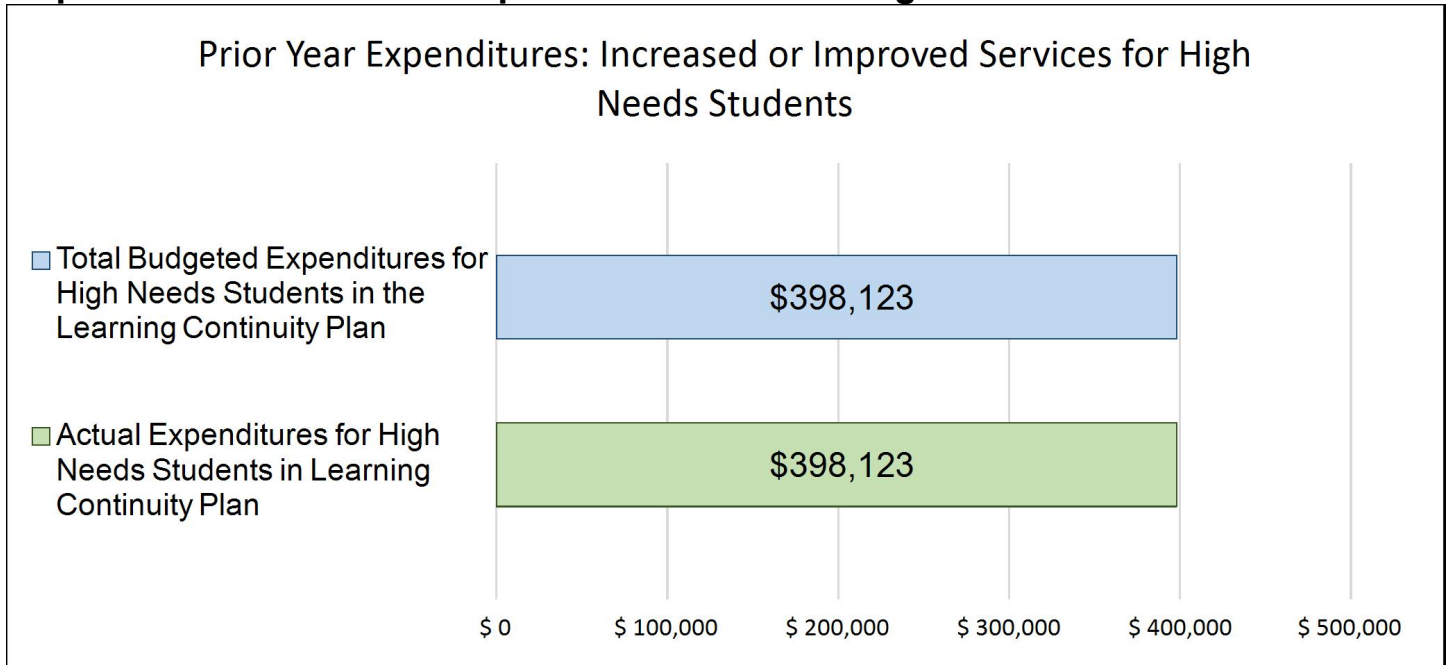
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