



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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Expanded Learning Opportunities

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

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

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

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

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021