

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

Thompson Peak Charter CDS Code: 18-64196-0135756

## ESSA Programs:

**Title I, Part A**-Improving Basic Programs Operated by State and Local Educational Agencies

**Title II, Part A**-Supporting Effective Instruction

**Title IV, Part A**-Student Support and Academic Enrichment Grants

The LCAP Federal Addendum requires a narrative addressing the provisions of each federal program.

*Strategy. Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiative funded with state funds, as reflected in the LEA's LCAP.*

The Charter uses federal funds to supplement and enhance the goals in our LCAP with a focus on State Priorities 1, 2, 4, 6, 7, and 8. The charter anticipates an unduplicated pupil rate of approximately 60-65%, which will allow the school to provide support school wide. The charter has adopted a strategy of focusing use of federal funds on the assessment, identification, and academic support of struggling learners. Specific uses for funding include paraprofessional salaries to support student academic needs; counseling support for student social-emotional needs; access to technology to support career/college readiness and 21st century skills, and instructional coaching for certificated staff.

*Alignment. Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.*

The charter will its LCAP and Western Association of Schools and Colleges Action Plan as guiding documents to align the use of federal funds with activities funded by state and local funds as well as federal grant programs. Both documents are developed with widespread stakeholder input with a focus on improving learning and supporting student needs.

## TITLE I, PART A

*Poverty Criteria-Describe the poverty criteria that will be used to select school attendance areas.*

The charter follows the federal guidelines for establishing whether or not students qualify as eligible for free or reduced price meals as the criteria for determining poverty status. Students meeting the attendance requirements contained within the charter document in accordance with statute are eligible to attend, with no decisions about attendance being made based on socio-economic status.

*Educator Equity-Describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.*

Thompson Peak's charter states that teachers will be appropriately credentialed. At this time, all teachers are appropriately credentialed and assigned. In the independent study program, there are approximately 160 students who are assigned to seven teachers based on grade ranges: K-4, 5-8, and 9-12. Two teachers are beginning their third year teaching and the others are experienced. This roster of educators does not create any disparity. In the event disparities of educator equity arise, the charter will evaluate student placement to the extent possible and provide additional training and instructional coaching for teachers new to the field or working on preliminary/temporary credentials.

Parent and Family Engagement-*Explain the strategy the LEA will use to implement effective parent and family engagement under Section 1116.*

The LEA parent and family engagement policy was developed jointly with, agreed on with, and distributed to parents and family members. The policy development and subsequent review has been conducted at each facility through site committee meetings. All parents have been invited through our Parent Square tool (email, text, and phone), paper invitations, as well as personal calls from staff encouraging participation. At the meetings, refreshments and childcare are provided to remove barriers for participation.

The LEA works with parents and students to understand state standards and academic assessments in several ways. During open houses, parents are provided with a copy of their child's standards-based report card template, outlining the required standards for the year. An explanation is provided of those standards and the standards are stated in parent-friendly language. Conferences, including student led conferences are conducted one-on-one with parents to discuss student progress and review the upcoming standards for study. Utilizing i-Ready as a benchmark assessment, the report of standards mastery and growth targets are shared with students and their parents at the beginning of the school year and again at a mid-year conference. CAASPP scores are distributed to families and are always available accessible to families in the student information system portal. A week long "Camp CAASPP" event is provided to students as an annual review of standards taught during the year with information shared with parents so they are able to support their child at home in this review.

To foster parent involvement, the charter works with parents through training events to increase their knowledge in improving student achievement. Some of these events have included math night, creating stations where students and families do math together to gain better understanding of concepts. Teachers meeting regularly with each parent and student and provide specific details and scripted lessons so parents are able to support their child and improve academic achievement. Parent meetings are also held periodically to share current expectations/academic focus and how to support their child's work.

One of the important foundations of being a charter school, is the input of parents, teachers, and students in the governance of the school. Parents participate in site committees, advisory council, board governance, and through involvement with the center's activities. Teachers and all support personnel receive information from the school administration during in-service trainings on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners. TPC offers family events such as carnivals and movie nights. Staff members regularly attend and take on supportive roles in the setup and cleanup of these event.

The charter participates with local programs and agencies to support students and parents in more fully participating in their child's education. Examples include: working with Foster Agency representatives to provide support for the individual needs for foster students; working with the county behavioral health agencies who provides training on recognizing signs of troubled youth; and, the local "one-stop" which provides training and support services to families.

Communication to families about school events and programs is accomplished through several modalities to meet the needs of all families. One method is through Parent Square-parents select their choice of receiving information through email, text, or phone message. Announcements are posted to the website and on social media for those with Internet access. Printed materials are also sent home with students; this was requested by parent committees to assure those families without Internet or phone were included. Finally, for meetings such as annual discussions/reviews of important documents such as LCAP and the Parent and Family Engagement Policy, personal phone calls are made by the site administrators to express the school's desire to have meaningful stakeholder participation and input. Communication to families is generally in English due to the charter's demographic; to meet the needs of the few EL families, our Parent Square tool and website allows for the choice of other languages and school documents can be provided in other languages. On staff, we have a translator fluent in Spanish and sign language for the few families who require such an accommodation. We've not yet encountered a situation of other languages, but would find an interpreter to assist if needed. If other accommodations are needed for disabled

persons or for other specific parent requests, the charter will seek to meet those needs to ensure equal involvement by all parents.

Historically and at present, the school does not have any migratory children. If migratory families were to enroll, the charter would utilize its independent study program to support academic learning for students and support to the families for assuring continued academic achievement.

Schoolwide Programs, Targeted *Support-Describe in general the nature of the programs to be conducted.*

Our Program provides supplemental educational support for all students through the use of paraeducators providing tutoring and RTI services to students with the most need in both English Language Arts and mathematics.

Homeless Children and Youth Services-*Describe the services the LEA will provide homeless children and youth.*

The LEA's Homeless Liaison is the Assistant Director. The Homeless Liaison holds an annual training meeting with the school receptionists, site administrators, and teachers to aid in the identification of homeless students, either upon enrollment or during the school year. Posters about participating in school as homeless students are posted in each office and questionnaires to help identify homeless students are included in enrollment documentation. The enrollment process is abbreviated and many registration requirements are waived to ensure students have immediate access to enrollment including immunization records, transcripts, and proof of residency. The Homeless Liaison works with staff to individually assess each homeless student needs. Set-aside funds (Title 1, Part A) are used to support those identified needs. Specific examples of needs fulfilled include: bus passes or providing transportation; arranging for immunization and medical services; clothing; and school supplies. Students automatically qualify for free meals. These actions assure homeless students have access to all programs, activities, and classes.

Student Transitions-*Describe the plans for transitions from middle to high school and high school to postsecondary education.*

As an independent study program, there are not typically preschool students in the surrounding area choosing a home-based program for Kindergarten. However, the school does host a Kindergarten Round-Up event in May prior to enrollment in the following fall semester. This gives students an opportunity to tour the campus, participate in activities, and meet school staff. Staff is available to screen incoming students for Kindergarten readiness.

The LEA offers education for students in Grades TK-12. Middle school students have two pathways to high school. This includes remaining in our charter for blended-independent study high school or attending the local comprehensive high school. Our charter provides transportation for students to attend an event at the comprehensive high school so they may gain familiarity with the campus and program offerings. Regardless of their pathway, the career and college counselor meets with all middle school students to help them create a life plan to consider their goals and what is need to accomplish those goals.

Each year, a meeting with the parent, student and teacher is held to identify the courses for the year and to sign a Master Agreement for Independent Study. Upon entry to high school, graduation pathways are discussed and agreed upon in consultation with the parent, student, and teacher. Students are encouraged to take courses to meet their life plan goals. These include UC/CSU a-g coursework, CTE Pathways, and dual enrollment. Being fortunate to have access to two community colleges in Lassen and Plumas counties whose enrollment is not impacted, students are encouraged and supported in taking college courses. Transportation by public buses are provided to students participating in college courses, college materials are purchased, and the student's assigned teacher provides tutoring support for the courses as needed.

## TITLE II, PART A

Professional Growth & Improvement-*Describe the LEA's systems of professional growth and improvement.*

Based on stakeholder input through the LCAP process, the charter provides support for professional learning and improvement. Professional learning is focused on attainment of LCAP goals and currently includes improving academic achievement in mathematics, and ELA, and the transition to mastery based learning methods. This focus ensures alignment with school priorities and state and federal requirements. It also provides research-based sustained learning.

Professional Learning is accomplished through several modes including::

- Instructional coaching. Both teachers and administrators receive individualized instructional coaching sessions, provided online by a third party vendor. Staff members cycle through a process where they choose a topic within the schools academic achievement goals to explore, identify research based strategies, practice, and reflect on the results. In the case of staff needing improvement, the cycle begins instead with a directed area to explore based on the identified need.
- Funding of teacher and administrator induction programs which includes support through experienced and trained mentors.
- On campus training that are in response to priorities identified by stakeholders through annual surveys. Examples include deepening an understanding of MTSS, RtI strategies, and interpreting data generated by i-Ready.
- Countywide training opportunities. Lassen County and other local LEAs offer several trainings throughout the year that the charter staff elects to participate. These trainings offer an opportunity to network with similar subject/grade level teacher which is not possible in a small school. Examples of these trainings include: MTSS, Google Classrooms, Unpacking standards, Math Strategies, and publisher provided trainings for CCSS-adopted materials.
- Conferences and other professional trainings. Staff members are encouraged to attend one training or conference annually. Most staff members attend conferences such as grade specific conferences, California Charter Schools Association Conference, or the iNACOL conference. Outside trainings have included YouCubed training at Stanford, and Placer County Office of Education programs for mathematics, NGSS implementation, and Social-Emotional Learning.
- Administrative Leadership staff learn alongside staff in the trainings noted above. Additionally, leadership meets bi-weekly via Zoom. These meetings include topics such as learning about legal matters, discussions on best practices, and improving student achievement.
- Other support staff, such as paraeducators and counselors are included in professional development as appropriate and serve as partners in improving student learning.

Opportunities for teacher leadership are part of the overall plan for professional learning. Teachers are encouraged to work on "passion projects" during the early dismissal days to improve student academic achievement. Teachers with the interest in improving programs have developed power standards, pacing guides, and parent training guides; these teacher leaders then provide guidance and training to other staff to successfully scale the opportunity for program improvement.

Data and Ongoing Consultation to Support Continuous Improvement-*Provide a description on how the LEA will use data to continually update and improve activities.*

Through the LCAP process, conversations about the types of professional learning and their effectiveness is considered with stakeholders to annually update LCAP goals and activities. Annual surveys are distributed to all staff members to highlight areas of need and assure alignment.

- During instructional coaching, each participant develops a portfolio of work, resources, and reflections which is reviewed by supervisory staff and discussed to determine the next steps for each individual. Staff members may also choose to utilize the coaching program in their annual evaluation.

-Induction programs provide feedback on attainment of California Standards for the Teaching Profession for teachers and California Professional Standards for Educational Leaders for administrators. The required triad meeting with the staff member, the mentor, and the school administrator provides an opportunity to celebrate strengths and identify and support areas for future growth.

-Staff members are required to fill out an evaluative form for each training or conference they attend. This reflective narrative identifies topics that need to be shared, opportunities that are of value for the future, and highlights the individual growth of the staff member. This form is reviewed and discussed for next steps.

When annually evaluating performance on CAASPP, student cohorts which have shown academic growth are identified. The staff member responsible for that year's instruction shares with other educators which strategies were specifically employed leading to gains in performance. In the student cohorts that either did not show growth or decreased performance are also identified. The discussion in these cases includes a candid review of instructional strategies.

#### **TITLE IV, PART A**

*Activities & Programs-Describe the activities and programming that the LEA will carry out.*

The LEA intends to expend up to the 15% cap on technology purchases for the improvement and safety of student Internet accessibility. The remaining part of the funds, will be transferred to Title I, Part A for the purpose of progress in meeting challenging state academic standards.

The plan for Title IV, Part A was developed within the LCAP plan and was based on broad stakeholder support including parents, students, staff, and the governing board.