

# LCAP Federal Addendum

## 2021

### A. Instructions, Strategy, and Alignment

#### Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

#### **Response from Peak Prep Pleasant Valley:**

Aligning with its school mission and vision, Peak Prep Pleasant Valley will use the funds to support underperforming student groups by providing them access, resources and supplemental materials to college prep, CTE, elective and credit recovery. In addition, funding will be used for technology software and hardware. Lastly, it will be used to train, equip and prepare our faculty by providing pertinent professional development that will foster academic support and cultural awareness for our all student populations..

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#### 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.

#### **Response from Peak Prep Pleasant Valley:**

The funds used will be focused around differential instruction and support for our students' needs. The LCAP is focused on the overall program and all students. These funds will be used to dive deeper into specific unpopulated groups. Determined by diagnostic assessments, students that fall below grade-level standards will be provided additional resources and target-instruction that will build off already acquired knowledge and fine-tune necessary skills to be successful. Title I and Title II funds will be distributed to provide that additional material and faculty support and, in turn, provide greater opportunities for our students

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## B. Title I, Part A

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

#### Response from Peak Prep Pleasant Valley:

N/A

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Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### Response from Peak Prep Pleasant Valley:

With a board approved parent and family engagement policy, parents will be communicated through a variety of way. This policy will be available via website and provided at the annual parent meeting. There are multiple ways we include and plan on engaging parents

- 1) Annual Parent Meeting regarding Title 1 programs and
  - a) This will allow for transparency and opportunities to formulate suggestions.
  - b) The meeting will be scheduled at a convenient time for parents
  - c) Families that participate in Title 1 will be invited and encouraged to attend.
- 2) Parents get weekly progress reports and communication from teachers and mentors
- 3) Provide families with the Parent and Family Engagement Policy
- 4) Will use evidence-based strategies for a higher effective parental involvement and re-evaluate on an annual basis.
- 5) Parent Advisory Committee.
- 6) School Board Meetings
- 7) Parent Education Nights (Being defined).

Homeroom teachers are assigned families and will assist parents and families to understand such topics as State academic standards, State and local academic assessments, and how to monitor a child's progress and partner with Peak to improve the achievement of their children. Depending on the need or content or training (i.e. literacy, technology, diagnostics), the Homeroom Teacher or Counselors/School Psychologist will provide materials and training to help parents to work with their children to improve their student's achievement.

Professional Development will be provided to educate Peak's team (teachers, support staff, administrator) with the supporting of parents (i.e. value of partnerships, how to reach out to, communicate with, and execute parent programs) to build a strong parent partnership.

In addition, Peak will communicate with and inform all families that qualify (including EL-in native language, family members with disabilities, and/or parents of migratory students) their opportunities and programs. This communication will be done in a format and, to the extent practicable, in a language that the participating families understand. Peak's goal is to partner with parents to better the student experience.

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## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

### **Response from Peak Prep Pleasant Valley:**

SWP: There are instructional strategies in place to enhance and foster our academic program. In addition, there are supplemental materials that are used to support our students and cultivate our curriculum. Peak offers many CTE courses and other electives that are STEM related. Intervention (i.e. Team Meetings, additional resources) is in place to address struggling students. Our mentors and teachers communicate with our families and the students' teams are used to encourage parent involvement in the process.

TAS: For students who are performing below the state standards or are at risk of performing below the state standards students will be required to attend intervention. Identified through our internal, state verified, diagnostic assessment, students are identified by the diagnostic report. These students are provided an Individualized Learning Path (ILP) that is aligned with their current grade-level diagnostic and provide the additional support and content needed to improve their academics. Students are

exited out through a discuss that involves the parent and teacher recommendations along with an appropriate grade-level diagnostics.

Neglected or delinquent: "N/A"

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Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **Response from Peak Prep Pleasant Valley:**

The students who qualify for these services are identified via multiple sources. Through state testing (when we can resume) & internal data (internal assessment results, teacher recommendation, ELPAC) students will be identified as performing below state standards are at risk of performing below the state standards. Intervention (i.e. Team Meetings, intervention hours, intervention courses, and additional resources) are in place to address struggling students. Our mentors and teachers communicate with our families and the students' teams are used to encourage parent involvement in the process.

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## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### **Response from Peak Prep Pleasant Valley:**

All homeless students are immediately enrolled and placed in courses that are appropriate for their grade level of education regardless of required documents. They will be given technology needed for accessing the full curriculum and supplemental resources. Each homeless student is provided a homeroom teacher that will help walk them through the process and on boarding. In addition, there will be LEA McKinney Vento Liaison and annual training for the LEA Homeless Liaison and the faculty. There are reserved funds to provide adequate and comparable services regardless of attendance. Examples of how the Reservation Funds will be used are: 1) Counseling services 2) Support of the McKinney Vento Liaison position 3) Caps/Gowns for graduation 4) Collect data on homeless children and youth 5) Tutoring Services and

hotspots Our homeless students will automatically eligible for the Title I services regardless of their academic background or performance.

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## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

### **Response from Peak Prep Pleasant Valley:**

The Early Childhood Education Program does not apply to Peak Prep Pleasant Valley.

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**Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:**

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **Response from Peak Prep Pleasant Valley:**

As for effective transitions for MS to HS and HS to post Secondary:

- 1) Students who have shown academic struggles will have a study skills course embedded into their load along with ELA Foundation and Math foundations (if needed).
- 2) On boarding courses for students and families
- 3) A wide range of career and technical courses
- 4) Dual Enrollment Opportunities through ASU and community college.

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## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- C. assist schools in identifying and serving gifted and talented students; and
- D. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**Response from Peak Prep Pleasant Valley:**

Our students are assessed through our diagnostic assessment and teacher monitoring. Since curriculum is individualized our gifted students may:

- A. Accelerate at a quicker pace
- B. Provided Honor or AP level courses to ensure a more rigorous curriculum
- C. Provided an opportunity to Dual Enrollment with community college or ASU.
- D. Given CTE Courses and higher-level thinking courses.
- E. Every student will have an onboard course that exposes them to the curriculum and tools needed for success on our platform.

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## C. Title I, Part A, Educator Equity

### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), 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.

**Response from Peak Prep Pleasant Valley:**

Not applicable. LEA is a charter school

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## D. Title II, Part A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **Response from Peak Prep Pleasant Valley:**

Our professional development is designed to improve academic success and engagement of our students and equip our faculty with the tools needed for success. At this time, all our faculty are highly-qualified in their area of expertise (no teacher induction program) and new faculty are provided with a team leader to help transition to online learning. Professional Development is on-going and annually. We have annual professional development days, along with the requirement of professional development for faculty in their area of expertise.

Planned professional development includes the following: Suicide Prevention, Google Suite , Excel, mail merge and other training, Growth Mindset, ELL, Instruction, Virtual Teaching, Differential Instruction, Data-Driven Instruction.

The professional development growth and improvement system have been in place to help grow, strengthen, and equip our faculty. The following systems are in place:

*Mentors.* All new teachers will be assigned a lead teacher to providing on-boarding, observation, and guidance.

*New Teacher On-Boarding.* All new teachers are provided a 5 day professional development for on-boarding that is academic-focused. This includes, but not limited to, special ed support, virtual/digital classroom management, ELL strategies, best practices, school support, parent communication, technology and student engagement.

*School-wide Professional development.* There is a 5-day professional development for our faculty. During this time, they will meet in their teams and as a whole to go over a wide-variety of topics. For example, safety, suicide prevention, homeless awareness training, literacy, science and mathematics instruction, and social justice in education.

*Team Meetings.* The meetings are designed for teams to meet weekly to discuss best practice, needs, and other school pertinent trainings. These meetings include staff meetings, department meetings, student success team meetings, coaching sessions,

and data-driven and diagnostic meetings.

*School Leaders Training.* School leaders are in or have been in an external educational leadership program. In addition, they will meet with the superintendent regularly to discuss coaching needs, academic support or concerns, and to be a sounding-board. These leaders will also help drive the team meetings and professional development days. This will ensure leadership growth and experience.

*Principal Training.* The school principal does external professional development that will strengthen and equip them in the school setting. Some examples are school law, academic coaching, data-driven instruction and parent communication.

*Monthly PD.* All faculty are required to do one educational webinar. A certificate is to be provide to demonstrate completed task.

*Digital and Virtual Learning Conferences.* When budget allows, there are many non-classroom based/virtual instruction conferences that provide relevant and up-to-date strategies to equip our faculty and enhance the teaching. In turn, improve the student experience and academic success. This provides professional growth and advancement opportunities for our faculty. They are able to pick sessions based off of areas of need and report back to our team. This becomes informative and provides an opportunity to lead a professional development.

Our systems and sessions are reviewed regularly and annually. Such as, survey will be given to a stakeholder to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive feedback on the need for future or additional professional development for individual teachers.

We take the student data and use it as a measure of growth for our teachers and school. We examine the data, like engagement and student attendance to see if there has been an increase or improvement. For example, the teacher weekly report measures withdraws and truancy. Furthermore, if we see through the data there are more teachers dealing with similar areas of focus, we would drive our professional learning to support the school as a whole.

Lastly, we take data from the outcomes of students, teacher planning, and with stakeholder's meetings and plan further professional development. For example, teacher's may notice a need from their live lessons or interaction with students that the school and students would benefit from a SEL professional development.

These systems and sessions are reviewed regularly and annually. For example, a survey will be given to faculty to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The

survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide constructive

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## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **Response from Peak Prep Pleasant Valley:**

Peak Prep is an independent Charter School and is the only school within the LEA; therefore, the priority is easily identified.

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## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **Response from Peak Prep Pleasant Valley:**

Peak Prep uses a variety of academic resources and assessments to pinpoint the academic needs of a student:

*Weekly Staff, Leadership, and Team Meetings.* During our regular staff meetings we will provide time for qualitative data feedback or hear areas of concerns, needs, or success that are going on. We will provide opportunities for suggestions and/or committees to help proactively come up with a solution or next step to the data like attendance, grades, and engagement. This activity will drive next steps and enhance the academics, student experience and school programs.

*Bi-Annual Parent Advisory Committee.* This meeting is provided for families to engage with the Head of School to discuss areas of strengths and needs. This data will help provide additional insight for our leadership team to discuss potential strategic plans. The HOS will report to individuals or departments that may be identified to come up with a plan of action or celebration.

Family Engagement Meetings. During these meetings, school teams (teacher, administrator, and paraprofessional) and families come together to look over a specific student's data like grades, diagnostic assessment, and attendance, to discuss areas of needs or strengthens. A plan of action is created during this meeting. We will wrap around within a couple of weeks to reevaluate and discuss the results of this plan.

Monthly Board Meetings. The board is provided data on items like budget, attendance, and survey results. This allows for insight, participation and discussion.

Bi-Annual Parent, Student and Staff surveys. This survey allows for all parents and students to express their success or areas of needed focus. This will allow stakeholders to proactively partake in providing input that is presented to the stakeholders impacted. Afterwards, a strategic plan is put in place. The next survey will provide data to see if there was a growth/improvement.

School Dashboard. This is an annual meeting where a committee of stakeholder are provided an opportunity to see data and provide constructive feedback and solutions to improving our school experience. They will highlight areas of success and areas of needed improvement.

Parent Education Nights. These nights are the results of our data. During these meetings/nights parents are provided education on areas of needs and support that was provided by surveys or other analytical data. In addition, feedback from the night and/or through conversations, other areas may be identified as needing further education and/or support. These are monthly/bi-quarterly. Annual District Oversight. This provides an opportunity for the district to review our program and provide recommendations for growth. This data is provided to the leadership team over the summer to strategically plan and then provide the data to staff at the beginning of the year professional development. The data will be reviewed annually to see growth and improvement.

We take the student data and use it as a measure of growth for our teachers and school. We examine the data, like engagement and student attendance to see if there has been an increase or improvement. For example, the teacher weekly report measures withdraws and truancy. Furthermore, if we see through the data there are more teachers dealing with similar areas of focus, we would drive our professional learning to support the school as a whole. Also, we take data from the outcomes of students, teacher planning, and with stakeholder's meetings and plan further professional development. For example, teacher's may notice a need from their live lessons or interaction with students that the school and students would benefit from a SEL professional development. These systems and sessions are reviewed regularly and annually. For example, a survey will be given to faculty to provide reflection and feedback on current PD and area of future needs at the end of a professional development and at the end of the year. The survey will help the school leaders reflect and analyze to determine if we met our goal or it will drive future PDs and provide

constructive feedback on the need for future or additional professional development for individual teachers.

We use data to continue updating and improving our activities by doing regular and annual data review. As we review, we identify professional development needs that would benefit our school or individual teachers and leaders. In addition, we use ongoing consultation to continue to improve our activities and provide professional development that has been identified as a needed support for individual teachers, leaders or the school as a whole. Lastly, professional development is related to other strategies, programs and activities because it provides needed support for different areas. Core PD program includes ELL, distance learning PD. We will use Title II part A funds to support supplementary PD such social emotional learning.

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## E. Title IV, Part A

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

#### **Response from Peak Prep Pleasant Valley:**

Peak will partner with the following agencies:

- 1) county of education to provide professional development for our staff on topics like equity/inclusion, English Language Support,
- 2) North West Evaluation Assessment (NWEA) to provide assessments and individual learning plans,
- 3) Edgenuity curriculum to provide CTE and SEL courses.

These agencies have reputable work, outcomes and products.

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- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

**Response from Peak Prep Pleasant Valley:**

Funds will be used to provide academic intervention, social emotional learning, and professional development for teachers to provide additional enrichment for students.

Such as,

- 1) access to CTE courses
- 2) access to STEM courses/track
- 3) supplement dual enrollment opportunities
- 4) implementation and strengthening programs that foster history, civic, government and geography.
- 5) programs/resources/courses that use arts and music
- 6) college, career guidance and counseling programs.

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- c. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

**Response from Peak Prep Pleasant Valley:**

Funds will be used to provide access to social emotional learning courses, school psychologies, and professional development on suicide prevention, equity/inclusion. In addition, technology software that will help monitor student access to various websites.

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- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

**Response from Peak Prep Pleasant Valley:**

The funds will be used for software/GoGuardian, that will help foster computer safety.

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- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**Response from Peak Prep Pleasant Valley:**

The school will work with parents, staff, and other stakeholders to monitor and evaluate the effectiveness and make an action plan to revise any activity that may need altering. Conversations will be on-going through staff meetings, IEPs, stakeholder engagements, and open-door policy.

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