

**Thompson Peak Charter  
2020-21 Local Indicators Annual Report  
Priorities 1, 2, 3, 6, and 7**

**Priority 1 – Basic Services (Conditions of Learning) -(from 2/2022 SARC)**

- 1a.** 100% of teachers are appropriately assigned and 90% are fully credentialed in the subject areas and for the pupils they are teaching.
- 1b.** 100% of our classrooms have sufficient instructional materials as verified by quarterly report to the Board.
- 1c.** Overall rating of our facility: Good.

**Priority 2 – Implementation of State Standards (Conditions of Learning)**

**The school has chosen to conduct a “School Staff Needs Survey.” These results were from a survey administered in May 2021. Teachers rate items on a 5 point weighted scale as follows:**

- 1. Initial awareness
- 2. Early training and planning
- 3. Initial implementation
- 4. Full implementation
- 5. Full sustainability.
- 6. Note: prior year scores are in parentheses**

**2a.**

Rate our progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

ELA-CCSS: 3.50 (3.64)	NGSS: 3.00 (3.09)
Math: 3.50 (3.64)	HSS: 3.17 (3.09)

Rate our progress in making instructional materials that are aligned to the recently adopted academic standards and /or curriculum frameworks identified below available in in classrooms/ resource centers where the subject is taught:

ELA-CCSS: 3.43 (3.82)	Math: 3.43 (3.82)
NGSS: 3.14 (3.00)	HSS: 3.14 (3.18)

Rate our progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and /or curriculum frameworks identified below:

ELA-CCSS: 2.71 (3.27)	Math: 2.71 (3.27)
NGSS: 2.14 (2.73)	HSS: 2.14 (2.82)

Rate our progress in implementing each of the following academic standards adopted by the state board for all students:

CTE: 3.86 (3.45)	Visual and Performing Arts: 2.71 (2.36)
Physical Education: 3.0 (2.45)	Health Education: 2.86 (2.91)
World Language: 2.57 (2.18)	Model School Library: 2.29 (2.27)

**2b.**

Professional learning for teaching to the adopted academic standards for ELD.

ELD: 3.14 (3.09)

Progress in making instructional materials aligned to standards available:

ELD: 3.14 (3.27)

Progress in implementing policies or programs to support staff in identifying areas where they can improve delivery of instruction.

ELD: 2.43 (3.00)

### **Priority 3 – Parent Engagement**

Based on the analysis of data, we have identified the number which best indicates the LEA’s current stage of implementation for each practice using the following rating scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

<b>Building Relationships</b>
<b>1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.</b>
<b>4-Full Implementation</b>
<b>2. Rate the LEA’s progress in creating welcoming environments for all families in the community.</b>
<b>3-Initial Implementation</b>
<b>3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children</b>
<b>3-Initial Implementation</b>
<b>4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families</b>
<b>3-Initial Implementation</b>
<b>Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</b>
The LEA has strength in creating welcoming environments. Each location has friendly "customer service" attitudes and families are encouraged to participate regularly. The school plans to make additional effort to emphasize two-way communication by providing more frequent small surveys to invite more comments. Complications from COVID-19 interfered with forward progress this year.

<b>Building Partnerships for Student Outcomes</b>
<b>5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.</b>
<b>3-Initial Implementation</b>
<b>6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.</b>
<b>2-Beginning Development</b>
<b>7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</b>

<b>3-Initial Implementation</b>
<b>8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</b>
<b>2-Beginning Development</b>
<b>Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</b>
The LEA works closely with families. In this independent study program, staff meet individually with the student and their family. An area for growth continues to be supporting families to advocate for their own children. The school will provide information on legal rights when there are procedural questions.

<b>Seeking Input for Decision Making</b>
<b>9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</b>
<b>3-Initial Implementation</b>
<b>10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</b>
<b>3-Initial Implementation</b>
<b>11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</b>
<b>3-Initial Implementation</b>
<b>12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.</b>
<b>2-Beginning Development</b>
<b>Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.</b>
The LEAs current strength is our school staff and leadership empower parent groups to observe learning and provide input in decision making. An area of growth continues to be to engage all stakeholders in the review of family engagement activities and the impact on input. Advisory committee will consider how to improve engagement of families, especially in planning, designing, implementing, and evaluating family engagement activities. Limits due to COVID-19 have delayed further growth.

## **Priority 6 – School Climate (Engagement)**

### **Local Climate Survey Summary**

Surveys were conducted during May 2022 to all enrolled students and their families and included questions on student perceptions of school safety and connectedness. All results were presented at the May 2022 Governing Board Meeting. The California Healthy Kids Survey (CHKS) was administered in the winter and results were presented in February 2022.

Survey results include: 95% of parents responded affirmatively to the statement, "my child feels connected to the school community".

Responses to school safety include:

Grades 6-12: 98%      Grades K-5: 95%      parents: 100%

We asked students if during the last 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities? 28% of students in grades 6-12 said yes.

Additionally, The California Healthy Kids Survey was administered. Thirty-three students in grades 9-12 responded. Of those respondents, 91% noted there is a teacher or adult at the school who really cares. Results of concern are 30% of students responded yes to having chronic sadness.

The school provides mental health support and intends to make sure all student and families know of its availability. A student success course based on the 7 Habits is being provided to all students.

## **Priority 7- Access to a Broad Course of Study: Self-Reflection Tool**

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Using the School Information System to review transcripts, individual student enrollment in courses grades 9-12 are evaluated each semester by the school registrar and the teacher. Careful tracking of course enrollment to meet required course and credit completion leading to on-time graduation is the focus of the evaluation.

Using the School Information System files, individual student enrollment in courses in grades K-8 are evaluated each semester by the school registrar and the teacher. Access to required courses in each grade level range is verified.

Unduplicated pupils and students with disabilities make the same progress the all students group.

- 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

All students have access to and are enrolled in courses required for graduation in grades 9-12. High school students are enrolled in independent study and they have choices of online courses, a-g credit, as well as text-based or project-based work.

100% of students in grades Tk-8 are enrolled in required classes.

- 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

Due to the nature of independent study and the availability of online as well as text-based courses, all students have access to a broad course of study. The LEA seeks to increase enrollment in rigorous A-G coursework and foreign language classes. The LEA discovered staff were not using the specific foreign language course designation with fidelity. This will be emphasized in the 2022-23 school year.

- 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

The emphasis this year will be on developing additional, accessible a-g courses.