

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

LEA name:

Tomorrow's Leadership Collaborative (TLC)
Charter School

CDS code:

30-10306-0137976

Link to the LCAP:

(optional)

<https://tlccharter.org>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Tomorrow's Leadership Collaborative (TLC) Charter School will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

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.

Tomorrow's Leadership Collaborative (TLC) Charter School is WASC-accredited and serves approximately 152 students in grades TK-6 with the following demographics: 73% Hispanic, 15.1% White, 3.3% 2+ Races, 17.9% Students with Disabilities, 36% English Learners, and 63% Socioeconomically Disadvantaged.

TLC Charter School models best practices for inclusion education, through university partnerships, and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD. TLC provides an inclusive learning community where all students, including those with disabilities and learning differences -- their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

Several studies have explored the impact of inclusion on students without disabilities and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class. Sailor has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind. Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes. Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.

MISSION

The mission of TLC is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21st Century citizens. TLC is grounded in an inclusive vision of teaching and learning in which the diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC will be guided to develop 21st Century knowledge and skills such as problem-solving, critical thinking, creativity, communication and cooperation and collaboration with diverse peers.

VISION

Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education.

TLC opened its doors to the community in August 2018, currently serving a total of 77 students in grades TK-4 and will expand by one grade level annually to serve a total of 236 students in grades TK-8 by 2023. Currently our student demographics include: 48% Hispanic, 10% Asian, 34% White, 7% Filipino, 1% 2+ Races; of which 28% are English Learners (EL), 42% Socio-economically Disadvantaged, 38% SWD, and 42% who qualify for free/reduced lunch.

TLC serves a uniquely diverse population of students by design. Within our inclusive model classrooms, our school provides rich and rigorous academic learning opportunities to all students along with social supports and close attention to positive social development. For many families with children in chronically underserved groups (such as English Language Learners and Students with Disabilities) our philosophy and approach to education offers a highly appealing option to the more traditional pedagogical strategies prevalent in many other local schools.

The **LCAP goals** drive the decisions regarding how both state and federal funds will be used.

- Goal #1: Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the MTSS Program (integrating RTI/SST Process) to identify and provide appropriate academic and social-emotional supports to ensure student academic success and close the achievement gap among all subgroups.
- Goal #2: Provide all students with high quality instruction, and rigorous college preparatory standards aligned curriculum; that integrates writing across disciplines and a focus on service learning; critical skills necessary to contribute to our global society.
- Goal #3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. A Culture of High Expectations is consistently implemented throughout the school and supported by providing students with a safe, welcoming and inclusive, positive learning environment.

TLC's MTSS Leadership Team, comprised of the Executive Director/Principal, RSP Teacher, classroom teachers, have received extensive professional learning/development from the Orange County

Department of Education on the Multi-tiered System of Support (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This includes the alignment of systems and resources (state and federal) necessary for all students' academic, behavioral and social success. This comprehensive aligned system is the primary strategy TLC will use on their journey to improve student success.

In order to make progress in meeting the charter's goals and outcomes TLC Charter School uses the NWEA MAP, ELPAC, and CAASPP data, surveys, school climate data and interim assessments to complete, and respond to, the annual needs assessment. The interim assessments monitor each student's progress and identify strengths and needs in order to modify instruction or assign intervention.

The school's leadership team comprised of the Executive Director, Education Specialists, and Lead teachers disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **needs assessment**. Data analysis included the academic and state indicators for the 2018-19 school year, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

In order for a school to receive performance levels (colors) in the CA Schools Dashboard, the school must have at least 2 years of data; and for student group performance levels it must have at least 30 students (n=30) enrolled for both years for each numerically significant student group. The Fall 2019 CA Schools Dashboard is made up of student performance data from the 2017-18 and 2018-19 school year. Since TLC Charter School was not in operation in 2017-18 school year, TLC does not have a Fall 2019 CA Schools Dashboard.

SUSPENSION RATE: For the 2018-19 school year, no students were suspended at TLC Charter School.

2018-19 CAASPP PERFORMANCE

A total of 16 students were administered the ELA and Math CAASPP in grades 3-4. Since fewer than 11 students were tested in each grade level, Scale Scores were not reported by the CDE, in order to protect student privacy.

- 25% of students tested met/exceeded standards in ELA
- 6.25% of students tested met/exceeded standards in Mathematics.

NWEA MAP ANALYSIS

TLC Charter School has implemented and administered the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org) It is currently on the list of "verified data" that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study's results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

All students are assessed using NWEA MAP assessments for reading and Mathematics. For the 2019-20 school year, NWEA MAP was administered in twice (Fall & Winter). Spring NWEA MAP was suspended due to school closure as a result of the COVID-19 pandemic.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	19-20 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED					
GRADE K	150	150 n=9	155 n=1	161	158.89 n=9	160 n=1	11	8.89	5	9.63	1.43
GRADE 1	147	157.67 n=3	n/a	163.6	168.33 n=3	n/a	16.6	10.66	--	9.92	1.47
GRADE 2	165	170.75 n=4	160.83 n=6	168	168.66 n=6	155 n=5	3	-2.09	-5.83	8.85	1.44
GRADE 3	167	167.14 n=7	186 n=2	169.5	167.1 n=10	169.5 n=4	2.5	-0.04	-16.5	7.25	1.23
GRADE 4	182	169.60 n=5	177 n=5	188.1	176 n=4	184.25 n=4	6.1	6.4	7.25	5.82	1.21
GRADE 5	198	192.50 n=6	193 n=2	199.88	188 n=5	201 n=2	1.88	-4.5	8	4.64	1.15

Highlights – Overall Comparison of NWEA Reading Assessment

- Overall Grades K-1 and 4 cohort exceeded School Growth Norms
- For English Learners: Grades 1 & 4 cohort exceeded School Growth Norms
- For Students with Disabilities (SWD): Grades 4-5 cohort exceeded School Growth Norms

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	19-20 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED					
GRADE K	153.36	148.67 n=9	155 n=1	169	168.89 n=9	166 n=1	16	20.22	11	10.57	1.36
GRADE 1	157	154 n=3	n/a	160.7	165.33 n=3	110 n=1	3.7	11.33	--	10.13	1.44
GRADE 2	171	166.40 n=5	158.8 n=5	175	179.5 n=6	157.2 n=5	4	13.1	-1.6	9.03	1.30
GRADE 3	172	164.44 n=9	167 n=4	173.5	174.66 n=10	164.75 n=4	1.5	10.22	-2.25	7.75	1.21
GRADE 4	186	178.80 n=5	175.2 n=5	204.5	182 n=4	180.75 n=4	18.5	3.2	5.55	6.50	1.16
GRADE 5	200	186.83 n=6	198.5 n=2	203.6	199.8 n=7	204 n=2	3.6	12.97	5.5	5.56	1.39

Highlights – Overall Comparison of NWEA Math Assessment

- Overall Grades K & 4 cohort exceeded School Growth Norms
- For English Learners: All grades with the exception of grade 4 cohort exceeded School Growth Norms
- For Students with Disabilities (SWD): Grades K & 5 cohort exceeded School Growth Norms

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning TLC Charter School has been implementing actions to mitigate learning loss. For the 2020-21 school year, we have developed a cycle of assessments including a universal screener to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

For the 2020-21 school year TLC Charter School will administer a **systemic cycle of assessments** that include diagnostic, formative, summative and internal/local assessments.

- iReady (Reading and math) assessments: 3 times/year
- GAME plan of prioritized goals and opportunities
- Daily formative assessments

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-6.

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 LCAP Goals define the priority areas for Tomorrow's Leadership Collaborative Charter School. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 8, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the SPSA is illustrated by this example in the area of professional development that is designed to identify and implement a sequence of interventions that address the needs of each student.

As stated earlier, TLC Charter School was established in Fall 2018 and therefore does not have a CA Schools Dashboard.

Normally the LCAP planning process is the primary planning tool as decisions are made on how to leverage resources (state and federal) to meet the goals and improve student outcomes. The participating parent groups are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

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).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tomorrow's Leadership Collaborative Charter School engaged its stakeholders (Principal, Education Specialist, EL Coordinator, and teacher PLC teams, Paraprofessionals, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Executive Director. Interpreter services are provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

The school's calendar of events for families, which includes Parent Education Workshops, ELAC Meetings, TLC Community Association, Principal's Advisory Council, TLC Governing Board meetings, Parent and schoolwide events, are uploaded to the school's website on a regular basis and notifications are also sent home, along with reminders using Class Dojo. The Bilingual Community Liaison communicates with families in-person, via meetings, and phone calls; and facilitates parent workshops, hosts Family Fridays (focuses on a different topic each week) and provides interpreter services.

TLC Charter School's Principal also facilitates and leads parent workshops that focus on understanding the State academic standards, state-mandated assessments, local assessments (iReady Reading, & Math), how to monitor their child's academic progress (i.e. reading and math strategies); strategies and resources available to support their child to improve academically (including Students with Disabilities), including social-emotional supports & interventions, social media, technology use (integrity/plagiarism); all of which are methods to improve the achievement of their child, and foster parental involvement as part of our school's MTSS Process.

For the 2020-21 school year, the administration of NWEA MAP Assessments has been eliminated; in addition to Achieve 3000, and replaced with iReady.

iReady ELA and Math, is a comprehensive assessment and instruction program that empowers educators with the resources they need to support the academic needs of their students. iReady's integrated teaching and learning system provides teachers the insights and instructional tools to differentiate and support all students' growth.

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to

inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Tomorrow's Leadership Collaborative Charter School staff (teachers, paraprofessionals, Principal, Education Specialists, classified staff) participate in staff development that focuses on methods to engage, elicit, communicate and involve parents/families to our school; and collaborate as equal partners in their child's education as outlined in our school's LCAP Goal #3.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicates and engages parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

Our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school since our school is a school of choice. Our Executive Director/Principal hosts virtual parent meetings which serve to inform parents/families of our school's resources that are available. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. All Materials issued to families are translated to Spanish (the language identified by parents in the Home Language Survey), which serve to inform family members who have limited English Proficiency, and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

For the 2020-21 school year, TLC Charter School has developed a SPSA to meet federal requirements.

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tomorrow's Leadership Collaborative (TLC) Charter School opened in Fall 2018, and our school's Leadership team used the 2018-19 academic year to assess whether to apply for Title Funding; and, if so, whether to operate as a TAS or Title I SWP to meet the needs of our students.

Our charter school developed a Comprehensive Needs Assessment as part of the WASC Accreditation Ongoing Schoolwide Improvement Cycle, in addition to the CDE requirements for a charter school to operate as a Title I Schoolwide Program (SWP) which was approved by the TLC Charter School governing board.

TLC Charter School's purpose of choosing to operate as a Title I SWP is to improve academic achievement schoolwide so that all students, particularly the lowest-achieving students, can/will demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). In order to improve academic achievement, we knew our focus was to implement a data-driven culture, assessing and monitoring our school's educational program, implement academic and social/emotional universal screeners, and use multiple types of data to monitor the academic progress of our students, as part of our school's implementation of a Multi-Tiered System of Supports, but also in alignment with the CDE requirements of Title I SWP, and WASC Ongoing Schoolwide Improvement Cycle .

Throughout this process, we engaged with our stakeholders (Principal, Education Specialist, EL Coordinator, Teachers, Paraprofessionals, parents, and community). Our school's Comprehensive Needs Assessment included the review and analysis of multiple forms of data, CAASPP ELA & Math (late Spring 2019), ELPAC results, Reclassification Rates, demographics, our anticipated LCAP Annual Measurable Outcomes, Internal/benchmark Assessments (2019-20 NWEA MAP Reading & Math; and Achieve 3000) and all data was further disaggregated by student group.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that needed to be improved and also to identify the specific academic needs of all students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. During this process, our staff identified factors and developed support systems to address the needs of our lowest-performing students, that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) that were not demonstrating proficiency, and the subject area (ELA & Math), which as a result we developed an Action Plan to address these academic needs of struggling students and provide evidence-based targeted academic intervention in order to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Principal, Education Specialist, EL Coordinator, Teachers, Paraprofessionals, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities).

TLC Charter School operates a Schoolwide Title 1 program and uses their Title I funding for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide include both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

Specifically, TLC Charter School uses Title I Funds to provide targeted academic supports as part of the MTSS Program. Our Paraprofessional (bilingual) will provide targeted small group instruction for struggling readers and academic intervention in math. Our students are struggling academically, and the Paraprofessional will target learning loss and implement strategies to accelerate student learning.

The Leadership Team and teachers will use Improvement Science research through the Plan, Do, Study, Act (PDSA) model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at TLC Charter School. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

Data that will be collected from diagnostic assessments, formative, benchmark assessment will be used for the PDSA process. Assessments such as Fastbridge allow our educators to measure student performance over time for growth and progress; and include predictive growth, which is used to accelerate learning.

The systemic cycle of assessments includes:

- iReady: ELA & Math assessments administered 3 times per year
- Teacher created assessments
- Formative & Summative Assessments

To address the academic needs the school will use ***Title I Funds to fund the following action*** as outlined in the school's 2020-21 SPSA:

- Paraprofessional (bilingual) will provide targeted small group instruction for struggling readers and academic intervention in math. Our students are struggling academically, and the Paraprofessional will target learning loss and implement strategies to accelerate student learning.

TAS: Not applicable

Neglected or delinquent: Not applicable

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.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tomorrow's Leadership Collaborative Charter School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Executive Director is the Homeless Liaison and ensures that students experiencing homelessness are appropriately identified. The Liaison will also assist the students through the enrollment process, help register them for appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to all resources, extended day and year interventions, and other supports offered at TLC Charter School. Additional supports are made available to the families of the students experiencing homelessness.

Title I funding for homeless students may be used for items such as transportation/bus passes, school uniforms, or before and after school care and tutoring, depending on the needs of the student. The school also refers to students and their families to community resources that provide help and support to homeless and displaced families and will write letters of recommendation to secure housing if needed. Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes tutoring, counseling, 1:1 student to laptop ratio, and academic support from the Paraprofessional (Title I).

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

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:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tomorrow's Leadership Collaborative (TLC) Charter School provides all teachers with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development were established through the ongoing improvement process and needs assessment, teacher observation findings, that are supported by the leadership team and ELAC and other stakeholders.

New teachers and administrators will be provided with an orientation to the charter and will benefit from the on-going collaboration with more experienced colleagues at staff meetings and professional development events.

Administrative Staff and teachers will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

TLC Charter School has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- Canvas training modules – new platform for teaching
- Seesaw training learning app
- iReady for assessment and intervention

During Fall 2020, professional development will also focus on co-planning, data-driven instruction with iReady, and remote learning. In addition, our educators will participate in:

- Weekly team teaching meeting
- Staff meetings to reflect on practice and problem-solving: twice per week
- Weekly professional development for emerging topics (digital resources, increasing and improving student engagement and participation in distance learning, differentiation and inclusion online, and family supports)

The Instructional Coach will support our teachers with Professional development on distance learning strategies, research-based pedagogical practices, providing resources for distance learning, prioritizing

standards and academic goals; and communicating with the school’s leadership on targeted professional development.

Professional development is focused on the key areas of need as established by the Annual Update continuous improvement process, ensuring that there are a common focus and language and on-going reflection and evaluation driving student success.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tomorrow’s Leadership Collaborative (TLC) Charter School is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if TLC Charter School were to be identified for comprehensive support and improvement or targeted support and improvement, we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through SSC, staff meetings and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including SSC.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Once TLC Charter School receives Dashboard data, it will use performance level data as the starting point to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders and charter level interim/benchmark assessments and surveys. The leadership presents data reports regularly to the Board of Directors at public meetings that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is ultimately judged by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities.

However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by the school leadership.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes teachers (including special education and EL), classified staff, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed.

The SPSA stakeholder engagement process is combined with input from ELAC, as well as survey results to ensure all voices are heard. These groups then ensure that resource (state and federal) allocation is aligned and maximized to meet the needs of students. This is an on-going cycle with regular reports to the Board, and shared with students, staff and families through regularly scheduled meetings with the Executive Director/Principal, and two assemblies attended by staff, parents and students.

Each classroom teacher is observed by the Executive Director/Principal on a monthly basis. The Executive Director/Principal utilizes an observation tool for co-teaching; then a review of the observation takes place with the co-teaching team, followed by the development of a plan that outlines next steps in co-teaching practices and implementation.

Teams consistently models for our educators, some co-teaching models including station teaching, one lead/one observe and alternative teaching. In addition, to support our educators modeling evidence-based pedagogical strategies is critical to the learning process and our instructional program.

The areas of focus this academic year as a result of findings from classroom observations and the comprehensive needs assessment includes:

- Co-planning (accommodations/modifications)
- Tier 1 & 2 supports for co-teaching
- Implementing inclusive strategies

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC and PIM, as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will ***use Title II Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TLC Charter School does not receive Title III Funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TLC Charter School does not receive Title III Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TLC Charter School does not receive Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TLC Charter School does not receive Title III Funds.

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;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TLC Charter School plans to transfer Title IV funds into Title I.

TLC Charter School receives \$10,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

For the 2020-21 school year, TLC Charter School has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820. As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

TLC Charter School is a charter school and is not subject to equitable services for private school requirements.

Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

If for some reason those funds are not transferred the school will use the funds in alignment with the Title IV regulations and with input from all stakeholder groups as part of the LCAP process. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process.

The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The California School Dashboard (once available for TLC Charter School), other state data such as the Physical Fitness Test, school surveys and stakeholder input will inform the annual update regarding the success of the programs to meet the desired outcomes, which are included in the 2020-21 SPSA.

Well Rounded Education:

All students including unduplicated pupils, and Students with Disabilities, at TLC Charter School have access to the following elective and/or enrichment courses:

- Music
- Physical Education – with a nutritional component
- Dance
- Art
- Gardening

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics.

Safe and Healthy Students: through MTSS Implementation

- Mental Health counselors
- PBIS Implementation
- Social skills lesson through TLC Cares.