

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

LEA Name

Tree of Life Charter School

CDS Code:

23 65615 6117386

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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.

Tree of Life Charter is using federal funds to support activities and goals of its LCAP and its charter by providing additional instructional and behavioral supports to students, professional development for staff, and support for family engagement activities. Highly qualified paraprofessionals in each classroom are essential to our program in order to provide extra academic and behavioral support to students, especially to those from economically disadvantaged families, English learners, foster children, and those with disabilities and experiencing the effects of trauma. Federal funding supplements this strategy by allowing us to have full time paraprofessionals for each classroom. Using the ELO-P funding, the school provides before and after school enrichment activities each day. Full time paraprofessionals are able to support academic instruction through a multi-tiered systems of support model that allows teachers to provide smaller group and individual instruction and provides early and frequent academic and behavioral intervention and support. Certificated teachers also provide afterschool tutoring sessions for individuals and small groups for those that choose to participate and those that have demonstrated the need. Professional development opportunities funded through Title II and the MTSS grant will allow teachers, principal, and paraprofessionals to attend training that will guide them in providing universal screening and assessments, instruction that follows universal design for learning principles, and additional and intensified support interventions. The entire instructional staff is participating in Phase 3 of the MTSS grant. In addition, it will support new teachers in becoming competent instructors by receiving curriculum and instruction training, and it will support administrators through leadership and coaching professional development with the state's Educators Effectiveness grant. Federal funds will also support academic instruction by providing curriculum resources for reading and mathematics remediation instruction.

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 school's charter and LCAP detail its goals, objectives, activities, and outcomes for working toward its mission and vision. The federal funds the school receives will be used to support the strategies outlined in the school's charter and LCAP. The school has aligned its federal, state, and locally funded activities to support these strategies by combining resources to fund the actions and services described in its charter and LCAP. Specifically, state and federal funds are combined to provide full time paraprofessionals in each classroom, instructional materials for students, social and emotional learning supports, and professional development and instructional materials for staff. Federal, local, and state funding support parenting engagement activities and resources.

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

Tree of Life is a single school district for ESSA, so it is the only school in its school attendance area 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:

N/A LEA is a charter single school district. Tree of Life Charter is a small school with four multi-age classrooms, and all teachers are fully credentialed. If the school hires an Intern or Beginning teacher, that teacher is provided a support provider and mentor and participates in NCTIP induction program. Teacher performance is evaluated at least twice annually, and teachers who need support are coached and monitored with a performance improvement plan. Staff regularly receive information on professional development opportunities, and on-site professional development is also provided. The school provides information about staffing qualifications and professional development at LCAP stakeholder meetings and school to parent/guardian communications.

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).

Staff meet with parents and students five times each year to plan together student's goals and to review student progress. The school holds parent meetings approximately every month that include parenting education activities and is used as a platform for feedback from families. The school will continue to some remote parenting education meetings, as well as in person meetings/activity nights. The principal sends a Friday Update weekly to all parents using the platform Parent Square which can be translated into any language. Parent volunteerism is encouraged on campus. Parents may chaperone on field trips, help out in the classroom, and help with school site projects on weekend volunteer days. Parents provide input to the school through parent surveys at least twice per year. In addition, they are invited to give input to our LCAP at a meeting held annually for parents/guardians.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parents were an integral part of founding Tree of Life Charter, and their participation in the school as both learners and teachers is encouraged and supported. The Parent/Guardian Participation policy is included in the Family Handbook and reviewed with parents in orientation meetings at the beginning of each school year. A Parent/Guardian Participation agreement is part of the school's application packet, and commitment to that agreement is renewed each year at the orientation meetings. Parents elect two representatives to serve on the school's governing board, and these representatives chair the Parent Council that meets several times a year, hosts community events, and does fundraising. Teachers meet with parents and each student five times each year to plan together the student's goals, to review student progress, and to talk about strategies for learning at school and at home. The school holds parent meetings approximately every other month that include parenting education activities, and at least one of these meetings includes the LCAP review and input process. The school provides free childcare during meetings and sometimes provides light refreshments to encourage attendance. Additionally, the school has a parent resource library in the office with books and videos to support parenting, children's learning, and understanding child development. The school newsletter and bulletins that are distributed to all families through a communication app, posted on bulletin boards, and available in the office include articles to support parent and family engagement with the school and with their children's education. Our online school communication app includes an option for translation into other languages, if needed. Additional information about school events, curriculum, policies and procedures, governance, as well as links to other resources are available on the school's website and posted to its parent Facebook page. Parent volunteerism is encouraged, and parents are recruited to volunteer with projects and reading in the classroom, to drive as field trip chaperones, to help with school site projects, to participate in school governance and advisory hearings. The school also works with families needing attendance improvement and support with phone calls, meetings to assess needs and ways to meet them, encouraging parents/guardians to bring children to school on time and to do independent study at home if the child is not too ill, and providing transportation help if needed. These strategies are supported by an analysis of 18 empirical studies of home-school collaboration interventions that also measured a school-based outcome (Cox, Diane, "Evidence-Based Interventions Using Home-School Collaboration." *School Psychology Quarterly* 20, no. 4 (2005): 473-497). Parents provide input to the school through parent surveys twice per year, parent response forms available in the office, and by direct communication with staff by meeting or consultation or by messaging in our school communication system. In addition, families are invited to give input for our LCAP using an online survey, as well as at Board meetings, which are announced and open to the public. School staff and governing board review this information, discuss it, and use it to inform decisions about instruction, communication, supervision, policies, and parenting programs.

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.

Tree of Life provides a schoolwide program that meets the needs of all students attending the school.

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:

SWP: Tree of Life Charter's schoolwide program is based on Montessori philosophy and practices, including multi-age classrooms, freedom to choose from a variety of meaningful learning activities especially prepared by the teacher to meet the developmental needs of children in each classroom, peer teaching, adult teachers and paraprofessionals providing guidance and limits when necessary, community interaction, respect, and responsibility. Multi-tiered systems of support, universal design for learning, and a social emotional learning curriculum provide inclusive learning environments with differentiated learning, student-centered learning, and support for individualized student needs, with family and community members providing additional supports. The school is going to continue a free after school program until 4:30 when full time in person learning returns in the fall 2021. This program will focus on enrichment through the arts and physical exercise.

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:

Tree of Life Charter identifies homeless children through information on annual service surveys and registration forms at the beginning of each school year, as well as through information provided during the year by families and community organizations. Student enrollment rights and homeless liaison contact information are posted on the office bulletin board. The school has adopted a Homeless Education Policy that is reviewed with school staff at their annual orientation meeting, where staff also receive training in sensitivity and awareness of the needs of homeless youth. The policy includes information about identification, enrollment, transportation, and services for homeless children. Tree of Life provides informational resources and referrals to families of homeless children, as well as support for school supplies, clothing, food, and transportation, as needed. Depending on the student's needs, the school can also provide mental health services, special education services, and additional tutoring to support academic success.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

Tree of Life does not have an early childhood program, but it does have in place procedures for transition of children into its TK-K classroom. Parents and students have the opportunity to visit the classroom while it is in session and to meet the teacher for orientation before the child enters the program. Each spring, Tree of Life holds an open house. All applicants are called and invited to meet the TK-K teacher and visit the classroom after school hours. Tree of Life does not have a high school, but does prepare students for transition to other schools with its rigorous program and emphasis on personal responsibility, time management, and self-discipline.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

The LEA also does not have a high school or middle school program, but it does prepare students for transition to other schools with its rigorous program and emphasis on personal responsibility, time management, and self-discipline. The school supports visits or shadowing days to schools a student may be transitioning to.

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:

The school plans to use Title I and Title IV funds to pay for a portion of the full time Instructional Assistants in each classroom. Title II funds will be used for teacher training and counseling services for our unduplicated pupils. Tree of Life offers after school tutoring for an hour on Wednesdays, and it offers a free additional enrichment learning program each day that ends at 5:30. Students will be referred to this program who need exercise and social and emotional support, but the program is open to all Tree of Life students free of charge. The program will focus on the arts, cooperative games, and physical exercise. Beginning with the 2022-23 school, this program is being paid for with ELO-P funding.

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:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

School leaders participate in meaningful networking and workshops at charter school and Montessori conferences and at training provided by the county office of education. Now that many of these trainings are done remotely, it is even easier to attend. These training programs and workshop sessions are chosen based on the school's current and projected needs. In the past, they have included instruction on assessment data analysis, changes in legal requirements for schools, coaching teachers, integrating arts with academic subjects, and correlating Montessori scope and sequence with Common Core standards. This coming year, the focus will be SEL training and equity training. Coaching training is provided for the principal and for peer mentors and support providers as part of the induction program for interns and beginning teachers.

Continuing training workshop opportunities are provided for teachers. These may include Montessori training opportunities or resources and training offered by our local county office of education. Professional development opportunities are chosen based on staff need as determined by staff evaluations or consultations. In the past, these have included workshops to improve instruction of curriculum (NGSS, STEAM, Montessori math and reading, history, robotics), as well as professional development in classroom management, PBIS, behavior improvement techniques, and nonviolent communication. Professional learning in Montessori practice and philosophy and the State's curriculum content standards are critical to the success of our program and helping teachers to provide instruction that meets the needs of each individual. Studies in support of Montessori elementary public school programs show increased benefits, especially for low socio-economic status children, due to higher competence in basic skills, a better attitude toward school, and a greater chance of staying in school than their non-Montessori peers possess (Duax, Tim, 1989; Takacs, Carol, 1991 and 1993). Another study shows that teachers who adapt curriculum to meet the needs of students with special needs to include manipulatives, visual aids, charts, audio and video, explicit expectations, while also offering enriched curriculum to gifted students, supported the needs of all students in mixed ability classrooms (Lawrence-Brown, 2004). Learning ways to support children with social/emotional/behavioral difficulties is essential to improving school climate and increasing learning time. Social-emotional learning programs that are implemented well, embedded in everyday teaching and learning, and include staff training, such as PBIS and Move This World, improve student behavior and academic learning (Schonert-Reichel et al., 2015; The Aspen Institute, 2017). The school measures growth and improvement of staff progress in skills using a self and peer evaluation and goal review process. This process includes evaluation forms correlated with each position's job description, as well as observation forms and rubrics from the National Center for Montessori in the Public Sector. Additional data is provided through classroom observations by principal and peers, as well as from parent and student surveys.

When the school hires a beginning teacher or intern, the employee is assigned a support provider and/or mentor and is enrolled in the induction program with North Coast School of Education. Beginning teachers and interns are observed and have consultations with the Principal at least eight times per year, in addition to weekly meetings with their mentor and frequent observations with feedback by the mentor. Beginning teachers are also supported in obtaining the level of Montessori training corresponding to the class they are teaching.

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:

Tree of Life Charter is a single school district and has not been identified for CSI or TSI.

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:

The school uses data provided by a variety of sources to support continuous improvement of staff and instruction of students. These include parent surveys completed twice per year, principal and teacher consultation meetings at least twice per year, weekly staff meetings, end of year staff meeting to review the year and student academic and behavior assessment and record data, and student surveys completed at the end of each year. Montessori Compass platform allows the principal and teachers to review instruction and behavior data to identify areas of strength and needs for each classroom teacher, for groups of students by classroom, and for individual students. Individual consultations between principal and other staff are important to identifying training and workshop needs for staff, as well as individual coaching goals and activities. Student assessment data enlightens staff as to how instruction can be improved and areas of need for teacher training and workshops. Parent surveys often indicate parent satisfaction or dissatisfaction with a particular staff member, as well as areas of strength and need. Data from all sources informs the school's decisions about how valuable particular trainings and workshops will be for staff improvement, and it guides the school in its professional development decisions.

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:

N/A

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:

N/A

Title III Programs and Activities

ESSA SECTIONS 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:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

Tree of Life Charter LEA will receive \$10,000 in Title IV funds. All of the funds are budgeted to combine with Title I, Title IV, Learning Recovery Emergency Block grant, and LCFF funds to provide full time highly qualified paraprofessionals for all classrooms and extended learning after school. Tree of Life will carry out activities to provide a well-rounded education, a program to develop safe and healthy students, and activities to promote effective use of technology. This will be facilitated by having highly qualified paraprofessionals in each classroom and in the after-school program. Paraprofessionals are provided training in behavior support and nonviolent communication, and they use these skills to support students in being safe and having healthy relationships. This also allows the classroom teachers to present lessons without misbehavior interruptions, thereby increasing academic instructional time. Paraprofessionals help teachers with classroom prep, technology set up, and field trip preparations, and they supervise other students while the teacher is giving small group or individual lessons. Teachers direct paraprofessionals to work with students who need extra academic support, such as for reading practice, help doing research for reports, or mathematics follow-up activities. Paraprofessionals help students learn to use Chromebooks for learning activities and monitor students to ensure they are being used appropriately. Paraprofessionals also provide instruction, under the direction of the teacher, in areas where they might have particular competence. This allows for activities such as music lessons, art lessons, foreign language practice, gardening and nutrition, sports and games, and coding activities at Tree of Life, both in the classroom and after school. The school's objectives and outcomes for these activities are included as part of our charter outcomes, and they include students becoming independent learners, students developing a good self-image and consideration of others, children developing healthy bodies, learning becoming a life-long activity, and development of practical skills. The school's objective to increase the amount of support provided to students with learning disabilities, students from economically disadvantaged families, English language learners, and students new to Montessori by highly qualified teachers and paraprofessionals, parents/guardians, and learning opportunities is supported by funding full-time paraprofessionals in each classroom and in after school programs. Use of paraprofessionals to support students in inclusive schools has been shown to help increase student achievement (Giangreco, Suter, and Doyle, 2007). Having paraprofessionals also supports full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, and Gable, 2008). The school evaluates the effectiveness of the paraprofessionals' support through quarterly NWEA MAP academic and DESSA strengths behavioral assessments of the students, and it annually requests feedback from parents/guardians, students, and staff about the effectiveness of its programs through surveys and meetings. The school uses the feedback information and assessments to inform decisions about its programs, including paraprofessional support in the classrooms and for after school extended learning.