

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

LEA name:

Silver Oak High School, Public Montessori
Charter

CDS code:

01-61192-0127944

Link to the LCAP:

(optional)

[Provide link.]

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.)*

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.

After the sixth year of operation, Silver Oak has increased its enrollment to 218 students. Being a Montessori charter school, teachers need to be both California and Montessori Secondary credentialed, in order to provide the best education to all the students. However, it is impossible to find such credentialed teachers, so providing training to all newly-hired teachers is the top priority, as listed in the LCAP. Training and credentialing programs are a huge cost on our budget. It has been even more difficult during the growth phase, when sufficient staff and teachers needed to be hired to anticipate the incoming enrollment increase, but the school had not yet received full State funding. This makes it much appreciated to have federal funds to supplement the state funding already allocated towards these goals.

In addition, the student population is over 63% Hispanic; many students have been reclassified as fluent, but still lack some deeper understanding of English Language Arts. To improve their reading comprehension and analysis, a reading specialist was re-hired for 2018-2019 and worked in small group with those students. The addition of federal funding makes it possible to explore new student programs to help achieve college readiness.

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 use of Title funds is described in the LCAP.

Title II apportionment supplements the State funding by supporting effective instruction, as described by the actions/services of goal 1.1, helping teachers obtain their California and Montessori Secondary credentials, as well as providing additional professional development as needed. The LCAP

documents the budgeted expenses towards such costs. Many teachers are registered in a credentialed program or going through the induction process.

Title I funds supplement services to hire a reading specialist and provide small group support for English Learner students, as described in goals 2.1 and 2.2, towards proficiency. Depending on amount received this coming year, the balance will be used towards Math integrated intervention.

Title IV supplements Mental Health services, for the students not covered under an IEP or 504, as described in goals 1.4 of our LCAP.

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:

There are no disparities; students, independent of income or ethnicity, are mixed into sections. There are 4 sections for grades 9/10 and for each topic, the same teacher is teaching those 4 sections. Same, 4 sections are created for grades 11-12, also all taught by the same teacher.

Students in the same grade level are all taught by the same set of teachers. It is equitable.

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:

Section 1111(d): N/A.

Section 1116: Parent engagement is a LCAP goal. Parents are considered partners in their student's education.

Policy: We have started the process of developing a LEA-school parent and family engagement policy to outline all the strategies in place regarding interactions with our families. The policy was reviewed by faculty members at their December staff meeting to gather their feedback, as they will be instrumental in implementing this policy. The final draft will be distributed by email (in January) to all

families to give them an opportunity to comment on this policy. Follow-up questions will be added to our annual LCAP survey to make sure we capture as much feedback as possible. This survey will be distributed as part of the family conferences. Answers will be integrated in the final version. After Board of Directors approval, this policy will be added to our Family Handbook.

Staff Education: During the faculty orientation week, the policy will be reviewed with all staff, especially with the student advisors, who are the main contacts with families and student's advocate. A team composed of the instructional coach, mental health specialist and academic counselor (all of whom hold certified credentials) train the teachers in the advisory system, the importance of parent engagement and how to communicate with parents. The teachers are taught how to use Parent Square, our primary communication tool with parents. Templates and guidelines are provided to advisors on how to conduct the mandatory bi-annual conferences, so that families are an integral part of their student education. The academic counselor describes her on-going support to the teachers, for any student who receives a "non-credit" grade in any subject. She meets with the student and his/her family to review his/her grades. If a teacher notices any issue with a student, he/she notifies the student's advisor to schedule a meeting with the student, family and concerned teacher(s).

Academic Assistance to Parents and Monitoring Student's Progress:

- New Family Orientation: In August, school policies and processes are explained; how to contact the faculty for student academic questions or specialized staff to schedule an appointment; to explain the state academic assessments and how the scores are used to predict college readiness; to describe the availability and benefit of tutoring for all students and how the teachers grade local assessments toward subject mastery.
- Back to School Night: The new families meet each of the teachers to get a sense of Montessori education, how it relates to the State academic standards, and how their students learn. The teachers describe how they use Power School to keep families informed of their students' academic progress. Families have a personal login to access Power School and check their students' assignments and grades.
- Family conferences: Advisors, with the students, give an overview of the students' progress, strategizing how the advisors and parents can best support the students as needed.

Materials and Training to Improve Student's Achievement:

- A new portal, to provide parents with academic materials, is available, through Google Classroom, where parents can see assessments and study guides that support their student's work.
- Webinars: Teachers brainstormed topics to educate parents in understanding the State standards and in improving their student's progress. Possible webinar topics are: *21st Century Learning*, *Matching Montessori Mathematics to the State Standards*, *Academic Success at Home Using Technology*, *How to Avoid Plagiarism* and more. These trainings will be recorded and accessible on our web site. Each quarter, new topics will be added. Our reading specialist will also provide training regarding literacy (a webinar on *Active Reading at Home*).
- Students are using technology at school, and at home; each student is given a chrome book.

Informed Participation of All Family Members and Special Accommodations:

- Translations are provided during family conferences and all parent meetings. Spanish and sign-language translations are offered. Many of our staff are Spanish-English bilingual. A Mandarin teacher is also available to translate. We provide additional translations (contracting those services if we don't have them in house). The school uses a professional firm to translate materials such as the Family Handbook. The School's bilingual staff translates the LCAP survey, monthly newsletters, and on-going communication. All IEP and 504 plans are also translated.

- Our staff is flexible for meeting with families, before and after school. Our school is wheelchair accessible for parents with physical disabilities. Use of technology is available, like conference call if families cannot physically be at school.
- Presently, no migratory students are enrolled. If there should be any, the counselor and student's advisor will meet with the family before the student is away and once the student returns to school.

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:

SWP: "N/A"

TAS:

Additional reading intervention will be provided by the reading specialist to individual students to enhance their English comprehension.

For incoming 2019-2020 school year, mental health services will also be provided full time to any student showing distress or any indicator of problems happening inside or outside of school.

Neglected or delinquent: "N/A"

During 2018-2019, the School Counselor, the part-time Mental Health specialist and the Vice-Principal have interactions with all the students, get to know them very well and provide support and guidance.

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:

Homeless students have equal access to all educational programs and services (including school nutrition and special education). The school board approved a "Homeless students" policy, in the

summer of 2018, to facilitate the enrollment of and services for homeless students. At this point, there are no homeless students enrolled, so the school has not received funds toward homeless education.

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:

Early childhood: N/A.

Transitions: Silver Oak is a college preparatory school, with the mission for students to be accepted at colleges. As described in the LCAP goals (1.3 and 2.3), the school College Counselor provides continuous, individual guidance to each student throughout junior and senior years. Since 2017-2018, the College Counseling curriculum was expanded with College Preparation activities (from the College Board) adapted to each of the four grades (9th-12th).

Each senior also goes through one semester of an internship program. Relationships with employers and local businesses are established to find enough internships for all seniors.

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:

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:

Many opportunities for professional growth and improvement are provided to teachers and staff. As described through the actions/services of LCAP goal 1.1, funding is available for helping teachers obtain their California and Montessori Secondary credentials and providing additional professional development.

Professional growth:

It is different depending on the role of each staff member; however it's linked to their area of expertise. After fulfilling a professional development opportunity, the staff member will meet with the Principal for a debriefing, describing if it was worth it; and if it will be a continuous learning experience to go yearly, only every two years, or even try a different workshop next time. We make sure that each staff member is being adequately challenged and growing into their role. But the goal is to identify the best professional opportunities that will increase the students' learning experiences, academically, but also support the progress of their learner outcomes mastery.

A quarterly staff development day is integrated into the school calendar. As part of the improvements to offer additional professional growth, the Wednesday staff meeting time has been replaced by specific in-service trainings. Sometimes, a teacher or staff member may present what they learned at their latest conference or workshop, if that will also benefit the remaining staff, and share the materials they received.

- Teachers: The Vice-Principal makes sure that each newly hired teacher registers for the correct credentialing program. Many teachers are already registered in a California credentialing program or going through the induction process. Once credentialed, teachers are supported by our in-house induction mentor, who is our Instructional coach. As soon as possible, each teacher also registers for a Montessori secondary credential program, which makes a difference in the way each student receives personalized learning. Advancement opportunities may be available. Stipends are given to teachers taking on extra duties (like testing and safety coordination, athletics, or sports coaching). Of course, the teachers involved in these extra duties are offered adequate professional development to accomplish these required tasks. For example, staff coordinating testing attend the CAASP and ELPAC trainings. As teachers progress in their careers, they may also have the opportunity to join the leadership team.

- Principal and leadership team: have the opportunity to go to the American Montessori Society (AMS) conference each year. Administration and leadership workshops are offered, as well as meetings for accredited schools, and networking with other leaders about resource support and best practices. Nowadays, additional meetings, specifically for public Montessori schools, are scheduled.

- Specialized staff: Special Ed staff is invited to workshops at the Sonoma County Charter SELPA or specific Mental Health webinars. Trainings and on-going support for our Instructional coach is provided through North Coast School of Education Teachers. The college counselor registers for the annual counselor conference, which provides her with the latest information about admission procedures. To ensure that we service every student in the best way possible specific trainings,

targeted to a group of students, are also considered, like a workshop for our reading specialist, who is mostly working with English Learners students.

Improvement:

- Teacher Periodic observation: All teachers work with our full-time Instructional Coach, who observes them monthly, in their classrooms, while they are presenting lessons and interacting individually with students. Afterwards, the coach conducts a debriefing, gives them continuous advice in writing their study guides, and guides their performance based on rubrics and goals previously set. This professional support nicely complements the instructions received by the teachers in their credentialing programs. This also provides detailed notes for the teachers' annual evaluations, performed by the Principal.
- Teacher Annual evaluation process: It is based on observations and self-reporting, regarding prior year goals (for returning teachers). Forms are specific to their duty, with a predefined rubric. During their annual meeting, goals are reviewed and updated as needed, with a set of actions to be implemented if necessary.
- Staff Annual evaluation is performed directly by the Principal.
- Follow up: After the evaluation, teachers and leadership team provide feedback to the Principal on the evaluation process and forms used. Adjustments are being made before the next evaluation cycle.
- The Principal is evaluated by the board's executive committee. This process also consists of a mutually agreed upon self-reporting form, based on goals previously set. The executive committee writes a report that is presented in closed session to the full board of directors.

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:

N/A. Our LEA is comprised of only one school, so no need to prioritize the funds between several schools.

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:

As for each goal of the LCAP, it is very important to be accountable and to define measurable outcomes to monitor the progress for each of the implemented programs.

Use of data to support continuous improvement:

As explained in the previous section regarding Professional Growth and Improvement, the Principal and Instructional Coach observe, guide and evaluate the teachers on a monthly basis, in their classroom, while they are giving lessons and interacting with students. Together they also monitor the students' academic achievement, for the given assessments, to see how some concepts may be explained differently. The monthly collected data, from teachers' observations and students' grades analyses, are documented (based on developed rubrics) and interpreted. Afterwards, the Coach conducts a debriefing to provide continuous interim feedback and suggestions towards each teacher's goals. Each quarter, the Coach also reads the student study guides, written by the teachers, gives them advice on improving their writing, the way to clarify the assignments described, and logs that information into her records. The purpose is to be reactive and use the data right away to improve the way teaching is delivered to the students, and not just wait for the annual evaluations.

Of course, data is reviewed again and summarized during the teachers' annual evaluation process, which also includes data from the self-reporting form filled by each teacher. The complete set of data is used to determine if the teachers have successfully met their goals; then they either update their goals or define new goals for the next year.

Data from students' grades are also regularly reviewed by the academic counselor. If a student receives a "non-credit" grade in any subject, she meets with the student and his/her family to explain the tutoring process and how the student can start to get additional support to improve his grades for the next quarter.

Ongoing consultation to support continuous improvement:

The annual LCAP survey, filled out by parents, staff members and students, contains questions regarding the conditions of learning, as well as questions regarding specific courses (academic rigor and student engagement). Results are analyzed by the Principal to see where improvements are needed; that could mean looking into hiring new staff or researching new professional development.

During the annual meeting, scheduled in April/May, LCAP, Safety Comprehensive Plan goals and a summary of LCFF and Titles funding are presented, with an explanation of how they are used. Families can ask questions and submit input, which is then incorporated, if feasible, in the final version of those documents. Feedback from parents and students are also gathered by the teachers/ advisors during the mandatory bi-annual family conferences.

In addition, staff is periodically asked for their input during the budget development process for the following year (from March to June), on the best way to allocate the funding to benefit the students.

When going to conferences or workshops, teachers and staff may also learn about best practices and latest research. Afterwards, they may present at an in-service training, to the remaining staff, what they just learned, in case those new techniques support student improvement. Specialized staff also shares their individual knowledge to train the other staff in their area of expertise.

For some specific purposes, external third parties (Planned Parenthood and Charter Safe) have been contracted to help improve curriculum and safety climate, to support our staff and students.

Coordination of Title II activities with other related activities:

Title II is only supplementing the professional development needed toward credentials and job specific support, it's not enough. So LCFF funding is principally used to fund many remaining programs. In addition, Mental Health training is possible with supplemental monies from Title IV funding. Prioritization is needed, but we hope to use Title II funding for STEAM professional development in the near future.

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:

2018-2019 was the first time that the School received Title IV funds, which supplemented some of our existing LCAP goals.

Montessori philosophy is all about a well-rounded education. "Whole student" development is equally important to academic results. That is the reason the faculty developed a list of 21st century skills to master, as described in goal 2.4, under the School Wide Learner Outcomes.

"Safe climate" is described under goal 3.2, emphasizing the importance of student community building, and a safe school climate (including anti-bullying and cyber-bullying).

The effective use of technology is a must in the 21st century, and it is costly to stay current with the latest technology. Students take classes in Digital Media, so we need a fully equipped digital media lab. Also, each student is provided with a chrome book, practicing software skills (such as with a Power Point presentation, or writing an essay using Word). We also give them additional practices for standardized testing. Often, those devices need to be repaired or replaced, so additional funding is so much needed.

As described, many of our goals could be improved with extra funding, however Title IV funding is limited, and will continue to be used toward safe and healthy students and for any mental health services to ensure our students wellbeing.

Every Monday, the RTI (Response to Intervention) team, composed of SPED, Mental Health and counselling staff, reviews the progress on intervention actions for specific students recommended for mental health services. Most issues fall into three categories: suicide prevention, anxiety disorder and interpersonal relationships. Between ¼ to 1/3 of our students are affected by those issues. Most students under Special Ed are completely handled by SPED staff. However, a few students require additional mental health support to deal with the frustration resulting from their disabilities. Title IV has made it possible to extend the mental health funding to general education students (who were not served in the past). Some of these students are having a hard time dealing with or accepting family

issues. The new transferred students sometimes need to be guided to accept their new environment and community. Often the staff identifies the students who could benefit from mental health services. Sometimes students talk to the Mental Health specialist, on their own, during her opened door periods in the morning and lunch time. She also hosts group therapy sessions in the afternoon, based on different topics (announced during advisory). Every 6 weeks, the groups rotate, so that additional students can benefit as well. An evaluation is performed to see if the group talks have helped the students with their issues. If not, it may be decided that the student will continue longer as an individual, not as part of the group.