

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

School Year

2024-2025

Date of Board Approval

6/18/24

LEA Name

Dry Creek Joint Elementary School District

CDS Code:

31-66803

Link to the LCAP:

(optional)

www.drycreekschools.us

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 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.)

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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.

Supporting the whole child is a priority in DCJESD and we pride ourselves on the well-developed systems in place to do so. We have worked very hard the last several years to develop and fully implement a robust Multi-tiered System of Supports (MTSS) model at each school site and at the District level. MTSS, is an evidence based approach and encompasses both Response to Intervention (RtI) and Positive Behavioral Intervention and Supports (PBIS), and systematically addresses support for all students. Because of the tiered level of support, staff have the ability to meet the needs of our unduplicated students, as many require interconnected supports to be successful. Given MTSS is a framework that brings together research and practices of RtI and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system. These activities and efforts are supplemental, evidence based educational strategies.

Ensuring every unduplicated student has the most highly qualified and appropriately assigned teacher, provides them with a distinct advantage during their school years. We anticipate growth in each of these groups as we have provided intensive and focused professional development intended to serve these students. By targeting direct support to classroom teachers through professional development, demonstration lessons, instructional rounds, and coaching, emphasizing closing the achievement gap and serving those students who need a more differentiated program, we will see greater teacher effectiveness and our unduplicated students will achieve at higher levels. Teachers will continue to enhance lessons, curriculum and assessments in appropriate ways to include the use of technology to meet the specific learning needs of students, while providing classroom supports to help these students achieve greater success. These supplemental activities and strategies strengthen the quality and effectiveness of our teachers and other school service providers.

DCJESD is committed to providing the most effective program for English learners (EL), including an EL teacher at all of our sites. The EL teachers serve as an expert to help guide school staff in best practices and strategies to help our EL students meet proficiency. The EL teachers provide modeling, guidance and also co-teach with our general education staff to meet all EL student needs. GLAD training, recognized as a model reform program by the CDE, is part of our onboarding process in Dry Creek and provides content area instructional strategies to help our EL learners access their curriculum at higher levels. Parent and family classes are also offered throughout the district in order to establish bridges between school and home and to help our EL families participate in their child(ren)'s educational experience.

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.

Dry Creek is committed to allocating funds based on Board goals and continuous improvement. Feedback is gathered through an extensive process of engagement partner committees, meetings, and survey items. Goals and actions are developed for the LCAP to meet the needs of our students and families as identified through a thorough data analysis. The allocation of federal funding is aligned with the actions and services within the LCAP. Additionally, each school site develops its School Plan for Student Achievement, aligning goals and actions with District LCAP goals and student needs. Each SPSA is approved by the School Site Council and the Board of Trustees. The SPSA is monitored by District and site administration to ensure Federal funding is properly allocated and expended.

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.

The LEA bases funding under Title I, Part A on the federal Free and Reduced Meal Program eligibility. The District funds schools that are 35% or above Low SES student populations. At the sites not funded, the district provides supports as needed for students that are eligible for the federal Free and Reduced Meal Program in order to provide access to supports and equitable outcomes. The enrollment of eligible students is reviewed annually and adjustments to funding for schoolwide or targeted assistance schools is made so that supports for Low SES students may be planned for and implemented.

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In Dry Creek Joint Elementary School District (DCJESD), we maintain a high expectation of recruiting highly qualified, dedicated staff who demonstrate a student-centered approach and a genuine passion for fostering learning opportunities for all. We prioritize individuals who not only possess the necessary qualifications and expertise but also exhibit a deep commitment to understanding and meeting the diverse needs of every student. Our ideal candidates are driven by a desire to inspire and empower learners, fostering environments where all students can thrive academically, socially, and emotionally. By employing early-career or experienced educators who share our unwavering dedication to student success and lifelong learning, we uphold our commitment to excellence and equity in education within our community.

Promoting diversity in our workforce remains a key objective for Dry Creek JESD. Throughout the past academic year, Dry Creek JESD has diligently pursued the recruitment of exceptionally qualified individuals to fulfill various roles and cater to the diverse needs of our student body across the District, especially at a time when finding overqualified individuals is becoming increasingly difficult. In support of our district goals, DCJESD maintains extensive partnerships with numerous universities to welcome student teachers, psychologists, and counselors from diverse backgrounds to enhance our academic programs.

Ineffective & Inexperienced Teachers:

Our dedication to supporting early career educators is evident through our induction program, intern opportunities, and collaborative learning community model. Through these initiatives, inexperienced educators receive comprehensive coaching from our Instructional Coaches and other certificated staff members. Dry Creek JESD Instructional Coaches engage in regular meetings with new teachers, offer instructional guidance, co-plan and model lessons, and provide ongoing support throughout the induction journey. New teachers who work in our schools demonstrate exceptional dedication and a profound commitment to equity and closing the achievement gap. Their professionalism and quality as

an educator is not and should not be solely based on their years of experience. Instead, it is through their unwavering dedication that they create inclusive and supportive learning environments where every student feels valued and equipped to succeed.

Moreover, Dry Creek JESD continues to support these new teachers (“Inexperienced teachers” or “Ineffective”) in closing achievement gaps by providing targeted professional development opportunities, mentoring programs, and access to resources specifically tailored to meet the diverse needs of students. By prioritizing equity-focused initiatives and investing in ongoing support for educators, the District can empower new educators collaboratively to the collective effort of closing the achievement gap.

Based on an analysis of the extracted staffing and student data, disparities have been identified for the following Dry Creek JESD Title 1 schools with low-income and minority students.

Antelope Crossing Middle School - Total Teachers 42:
No disparities found.

Antelope Meadows Elementary - Total Teachers 33:
Ineffective Teachers 1 - 3%
Inexperienced Teachers 3- 9%

Barrett Ranch Elementary- Total Teachers 25:
Ineffective Teachers 1 - 4%
Inexperienced Teachers 3- 12%

Creekview Ranch Elementary- Total Teachers 28:
Inexperienced Teachers 2- 7%
Creekview Ranch Middle School -Total Teachers 15:
Inexperienced Teachers 1- 6%

Olive Grove Elementary- Total Teachers 27:
Ineffective Teachers 1 - 4%
Inexperienced Teachers 1- 4%

Out-of-Field Teachers: In Dry Creek JESD, it's crucial to highlight that the “Out-of-Field teachers” that were identified also possess the appropriate credentials for their core teaching assignment (Math, ELA, Science, etc.), thus meeting the criteria of being Highly Qualified. The Out-of-Field numbers reflected in the data encompass these same teachers who, in addition to their core subject credentials, hold credentials through the Local Assignment Option, allowing them to teach designated exploratory classes. This ensures that while they may be teaching outside their primary field, they possess the necessary qualifications to effectively instruct students across various subjects. The district's commitment to academic excellence and compliance with credentialing standards remains unwavering.

The DCJESD Human Resources and Educational Services departments are dedicated to ongoing efforts in recruiting, supporting, and retaining all teachers within our district. Through collaboration with district and site administration, this commitment guarantees our capability to adequately address the diverse and unique needs of our students. By fostering a supportive environment for our educators, our goal is to deliver the finest educational experience to every student in our community while actively working to close achievement gaps and ensure equitable opportunities for all.

Based on an analysis of the extracted staffing and student data, disparities have been identified for the following Dry Creek JESD Title 1 schools with low-income and minority students.

Antelope Crossing Middle School - Total Teachers 42:
Out -of- Field Teachers 25 - 57%

Antelope Meadows Elementary - Total Teachers 33:
Out -of- Field Teachers 1- 3%

Barrett Ranch Elementary- Total Teachers 25:
No disparities found.

Creekview Ranch Elementary- Total Teachers 28:
Out -of- Field Teachers 3 - 10%
Creekview Ranch Middle School -Total Teachers 15:
Out -of- Field Teachers 11- 73%

Olive Grove Elementary- Total Teachers 27:
No disparities found.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

1112(B)(3)- N/A

1112(B)(7)- The LEA surveyed families, staff and educational partner groups to assess the level of parent and family engagement. The LEA gathered educational partner input at the following meetings: School Site Council meetings at each site, site English Language Advisory Committee (ELAC) meetings, site staff meetings, District Leadership Team

meetings, Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC) meetings. The input gathered had common themes among various groups: supporting students, staff and families with social-emotional lessons, counseling and connecting families to resources to support struggling students and families, and expanding literacy programs for parents. Parents want counselors and increased opportunities for parent engagement in order to more actively participate. Additionally, English learner families would like support with translations and interpreting services.

The District social worker helps to support families in need outside of school, and address truancy issues and barriers to school attendance in order to ensure academic achievement. The social worker assists the District with crisis counseling and grief response as well as be a tiered support for social-emotional learning.

The District will maintain and increase the Latino Family Literacy class and recruit interested families and add similar program(s) for families of second language learners other than Spanish speaking, such as the Family Stories classes for parents speaking additional home languages: Vietnamese, Ukrainian, Tagalog, etc. The District will continue to partner with the high school district's adult education program to offer English as a Second Language classes on select campuses for adults. These classes will provide English language training for parents, citizenship classes and instructional materials, and resources to support their students in the home.

The LEA will continue to offer both in-person and virtual events and meetings as attendance and participation increased in both. Virtual events allow accessibility from any location and the district saw a marked increase in the numbers of parents and guardians attending and giving input in the virtual format.

When communicating with families, the sites will include both families for students from multiple family households in order to increase parent understanding of programs and supports. Sites and District committees will utilize District interpreters, Language Line, and digital translation tools to build understanding of parents with language barriers.

Sites will reach out to families with cultural differences to provide cultural awareness development for staff.

The District will send targeted offerings of parent education classes, such as Love and Logic, to Foster and Homeless Youth parents.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

DCJESD will continue to craft meaningful consultation with our Title I parents through district LCAP parent engagement meetings, parent surveys and DELAC meetings. Each Title I school has a Parent/School Compact and an annual meeting will be held to inform parents of their school's participation and requirements of Title I. Parents will assist staff in the development of the written Parent and Family Engagement Policy in order to build the capacity of planning and implementing parent involvement. At least 1% of Title I funds will be allocated for parent and family engagement activities.

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.

The schoolwide Title I sites conducted needs assessments with educational partner groups, including staff, parents, and instructional assistants. The activities to implement to address school needs include: site-based school counseling, site-based mental health therapy, the implementation of Positive Behavioral Interventions and Supports, before and after school tutoring, and intervention time. The implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with the team of school counselors, the social worker, school psychologists, mental health clinicians, restorative practices coaches, PBIS leads and administrators were implemented and monitored to ensure students are increasing the amount of learning time to meet the challenging State academic standards and improve students' skills outside the academic subject areas.

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:

Dry Creek evaluates, annually, if a school qualifies as a Targeted Assistance School (TAS). A school is determined to be TAS eligible if they serve between 35% and 39.99% of students who are economically disadvantaged. If a school is determined to qualify, sites identify eligible students based on those students who are failing, or most at-risk of failing (ie Students who are economically disadvantaged, students with disabilities, migrant students or English learners, are eligible for Title I).

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:

The Dry Creek Joint Elementary School District follows the provisions to support Homeless students as outlined in the McKinney-Vento Homeless Assistance Act. As part of this act, enrolling families are provided with a residency declaration in order to identify Homeless students and offer supports. Supports provided include: immediate enrollment, assistance with transportation back to school of origin to support consistency of school attendance, school stability, appropriate educational placement, tutoring, school supplies and clothing. Additionally, awareness and training for school staff on potential trauma and needed supports for Homeless students is provided. DCJESD works closely with neighboring districts, two county offices of education and community resources to provide seamless transitions and necessary academic, social-emotional, behavioral, and basic needs supports. Each school site and the District office has current signage informing the students, families and community of supports available for Homeless Youth, and the District liaison, county supports and CDE contacts responsible for assuring the provisions of McKinney-Vento. Furthermore, 1% of all Title I Part A funds are reserved for supports for students experiencing homelessness. McKinney-Vento students are tracked at the school site each trimester to ensure their success and support in the following areas: grades, behavior, social emotional supports and attendance. DCJESD Board Policy mandates that Homeless students are not stigmatized or segregated based on the residency status.

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.

N/A

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:

The Dry Creek Joint Elementary School District coordinates transition meetings with our feeder high school district in order to provide a transition for our students. Each middle school staff involved with students at risk (low grades, chronic absenteeism, students receiving social-emotional or behavioral supports, Foster and Homeless Youth and English learners) facilitates a transition meeting sharing current supports, staff concerns and suggestions for increased access and success in high school. Data on English learners is collected and shared with the feeder high school district with recommendations made for future ELD coursework placements.

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 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:

The Dry Creek Joint Elementary School District LEA is not approved to conduct Title I, Part D programs, however we do coordinate with our county office of education which provides services for our expelled, delinquent, or at risk youth as per the adopted plan.

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:

The LEA's governing board has adopted the county's current Plan for Expelled Youth (June 2024) with the Placer County Office of Education to ensure effective supports and transition for our expelled youth. The plan is a three year plan.

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)

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:

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The LEA designs and delivers District professional development to support staff in implementing the State standards at each grade level.

Educational Services Department provides professional development options maximizing teacher time in the classroom that includes but is not limited to co-teaching, early literacy including SIPPS implementation and orthographic mapping, reciprocal teaching, Building Thinking Classrooms and problem-solving in math, restorative circles, behavior management strategies, and advanced digital tools and technology. The District provides ongoing professional development for best practices in RTI and the PLC process, standard implementation, grading and reporting best practices, assessments, and feedback. Professional development is delivered through a variety of models including the District professional development days, online learning, after-school courses, and summer training.

Support is given to classroom teachers with an instructional coach(es) to develop best instructional practices and strategies in order to maximize student learning and performance. Classroom teachers are supported by an EL instructional coach to develop best instructional practices and strategies in order to maximize student learning and performance. Classroom teachers and administrators were led through professional development activities in Integrated and Designated ELD, GLAD, and other effective strategies to support English learners, including those students reclassified English learners.

To support social-emotional health and the whole child, the District provided training in behavior management strategies, ToolBox SEL escalation strategies, and behavioral de-escalation strategies. Teachers were provided with professional development in co-teaching and co-planning, designing standards aligned with special education goals, and differentiation. Classified instructional support staff were guided through professional development in behavior management techniques, and social-emotional learning supports.

The District measures professional development growth by analyzing staff survey results regarding the effectiveness of presenters and topics. In addition, administrators use walk-through checklists and track data regarding the implementation of strategies. Staff report the effectiveness of strategies yearly on the staff survey. Student assessments are analyzed to see if the professional development was effective as delivered to students in programs and classrooms.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

N/A

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Dry Creek Joint Elementary School District offers effective professional development for school personnel with activities specifically designed to improve the instruction, assessment and progress in achieving English proficiency of our English learners. A variety of trainings in GLAD strategies, ELPAC achievement levels, and reclassification measures support our staff in understanding and responding to our students' diverse language needs. Staff are also trained in the implementation of research-based curriculum and intervention materials, assessments that measure academic performance levels and English language attainment levels, data analysis for progress monitoring, and instructional strategies for our language learners. Additional training will be provided to EL Coordinators, site administrators, teachers, and support staff to identify and address the needs of our Long Term English Language Learners (LTELs) and our students at risk of becoming an LTEL.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We provide enhanced instructional opportunities for our immigrant students through engaging parents in District parent academies where parents can learn how to become active participants in their child's education by learning how to access student information systems, email teachers, understand assessment reports, develop good study habits and offer curriculum/behavioral supports. The District provides at home instructional technology so that students can have greater access to District curriculum and English language acquisition supports. DCJESD provides tutoring for immigrant students outside of the school day where they get additional time for making progress in English language attainment and supporting their academic success.

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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

DCJESD supports Title III activities that enhance the core program and are supplemental to all other funding sources through a variety of effective programs. The LEA has instructional coaches at each school site that focus on ensuring access to rigorous, academic grade level instruction across the content areas for all language learners. Funds are used to support GLAD coaches that assure integrated ELD and language acquisition strategies are being implemented by all core content classroom teachers. On-going training of new teachers, refreshers for those already trained in GLAD strategies, and building the LEA's GLAD Teacher of Teachers is funded through Title III.

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:

- (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.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Dry Creek Joint Elementary School District assists students in meeting English language proficiency (ELP) within the state determined timeline. The goal is to reclassify English learners into a fluent English proficient status within five years. We strive to meet this goal by reviewing multiple data points upon a student's entry to school, annually, and prior to exiting the English learner program, for all ELs. The District analyzes student assessment scores for progress towards ELP (ELPAC), and academic standards (CAASPP and grade level essential standards) to proactively ensure students move towards ELP and do not fall into Long Term English Language Learner status. The staff follows the academic success in order to ensure reclassified ELs continue to meet academic standards for 4 years.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title V Section 5103 of the Every Student Succeeds Act (ESSA) allows a local educational agency (LEA) to transfer up to 100 percent of Title II, Part A and Title IV, Part A program funds to other allowable programs. The allowable programs are:

Title I, Part A – Improving basic programs;
Title I, Part C – Education of migratory children;
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 English Learner – Language instruction for English learners;
Title III Immigrant – Language instruction for immigrant students;
Title IV, Part A – Student support and academic enrichment grants;
Title V, Part B, Subpart 1 – Small, rural school achievement program; and
Title V, Part B, Subpart 2 – Rural and low-income school program.

After conducting a needs assessment, DCJESD received Title IV funds and transferred the funds to Title I under Federal transferability for the purpose of providing services to qualifying schools and students. This transference will assist the school sites through more equitable distribution of resources, particularly benefiting economically disadvantaged students, by enhancing academic support, promoting parent and family engagement, and addressing evidence-based needs as described in their Single Plan for Student Achievement. Title 1 ESSA guidance will be followed for use of these funds.