

DELAC & Title I

PRESENTED BY :

KATI O'SULLIVAN MESSERLI, COORDINATOR OF ED SERVICES

&

SARA WEGNER, ASSISTANT SUPERINTENDENT OF ED SERVICES

Dry Creek JESD | 2024

Agenda/Overview

- *BIG PICTURE - TITLE PROGRAMS*
- *TITLE I*
- *TITLE III*
- *EL PROGRAM*
- *PARENT INVOLVEMENT POLICY*
- *LCAP ADVISORY COMMITTEE 6:00 P.M.*



Big Picture - Title Programs

Title funds are federal monies that are meant to supplement, not replace, existing state funding for Education.

These funds are released yearly from the federal government. State and Local Educational Agencies (SEAs and LEAs) then allocate a percentage to individual schools and districts.

DCJESD receives: Title I, II, III, & IV funding.

Title Programs

TITLE I

Title I is a federal program designed to help schools improve the academic achievement of students from low-income families. It provides extra funding to schools with a high percentage of students who qualify for free or reduced-price lunch.

TITLE III

Title III is a federal program designed to help English language learners (ELLs) acquire English proficiency and meet the same academic standards as their peers. It provides funding to schools with a high concentration of ELLs.

Funding - DCJSD Title I Spending

Title I usage is based on the makeup of your student body. It is important to note that Title I funds must go directly to low-income students, and the programs or materials must be supplemental.

****School Wide Programs****

Antelope Meadows ~ Antelope Crossing ~
Barrett Ranch ~ Coyote Ridge ~ Creekview Ranch
~ Olive Grove

*SCHOOL WIDE***

40% or more of your school's students come from low-income families, Title I funds must be used on school-wide initiatives. These are known as Title I schools.

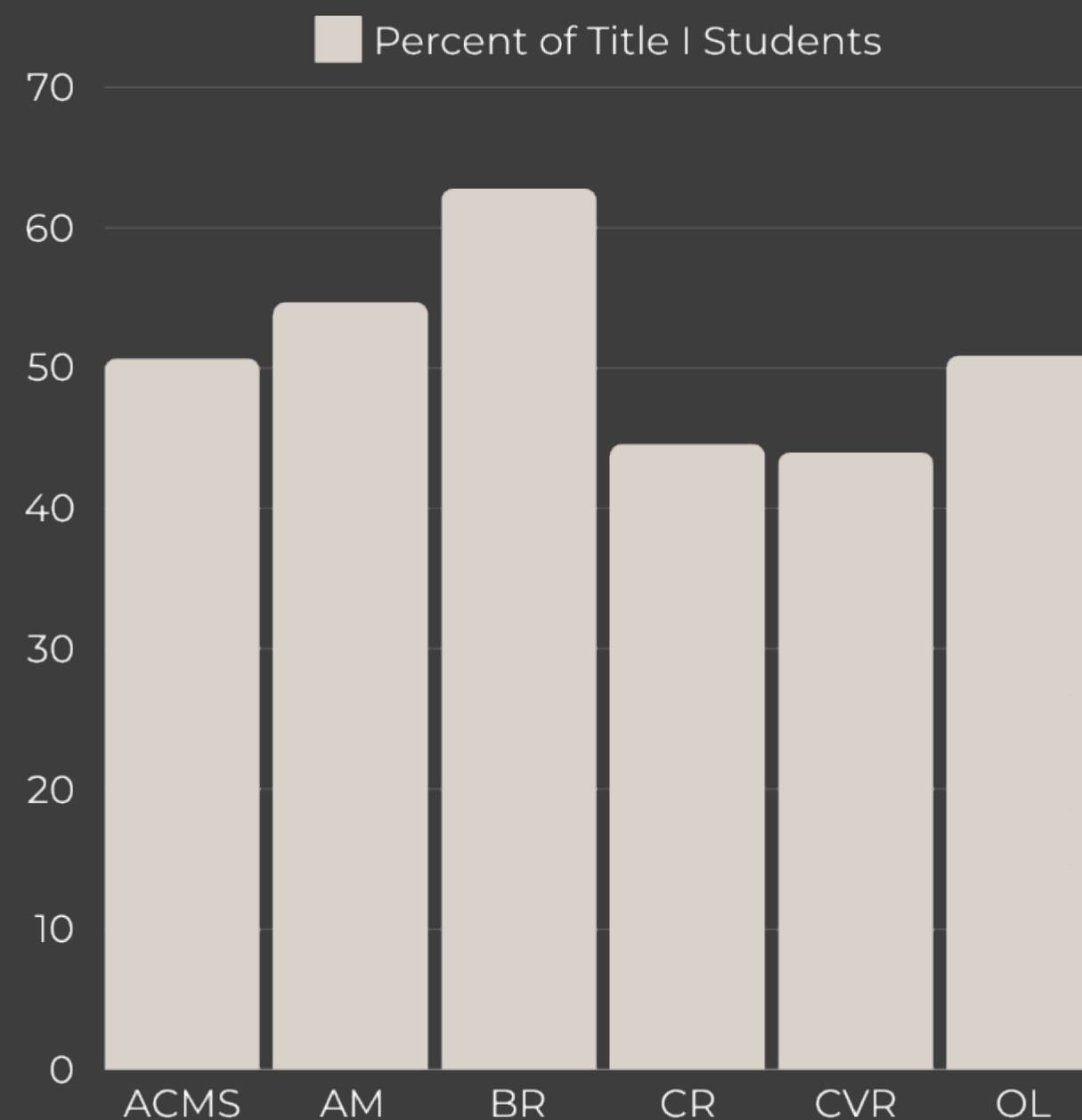
TARGETED ASSISTANCE

Less than 40% of your school's students come from low-income families, Title I funds must be used for programming that targets low-income students.

Title I Population by site

*% OF STUDENTS QUALIFYING
FOR TITLE I SERVICES BY
SCHOOL SITE*

*2333 : TOTAL NUMBER OF
QUALIFYING TITLE I STUDENTS
IN THE DISTRICT*





Title I Student Supports

- Additional learning time: specialized small groups (Tiers), tutoring, homework club, etc.
- Instructional Assistants, Title I Teacher, etc.
- Learning materials, Parent Education events
- Positive Behavior Intervention and Supports (PBIS)

Parent Rights



1

Notification of Title I School and teacher qualifications

2

School Site Council and the Single Plan for Student Achievement

3

Access to Information : you will receive information about your child's academic progress and supports they are receiving

4

Opportunities for Involvement : you will have opportunities to participate in your child's education

5

Language Access : translation and interpretation services will be provided to ensure meaningful conversation and effective communication

Funding - DCJSD Title III Spending

Title III supports language instruction for English learners and immigrant students.

To receive immigrant education program funding, LEAs must have at least 5 eligible immigrant students AND have grown by at least 0.5% each year to receive funding.

EL funding is determined by the amount of multilingual learners in a district or at a school site.

IMMIGRANT EDUCATION PROGRAM

Planned uses for funding:

- Newcomer curriculum
- LTEL curriculum
- Translation and Interpretation services
- Teacher Professional Development
- Software for students

ENGLISH LANGUAGE LEARNER

Planned uses for funding:

- Daycare for Adult ESL classes
- Daycare for District parent committee meetings, like DELAC
- Teacher Professional Development
- Student data platform
- Parent/Community Outreach

TITLE III

Your rights under Title III

We have over 48 Home Languages in Dry Creek!
Our 10 most common are:

RUSSIAN

SPANISH

UKRAINIAN

FARSI (PERSIAN)

PUNJABI

VIETNAMESE

ARABIC

PASHTO

HINDI
VIETNAMESE

1

Notification of EL Status : you will be notified if your child is identified as an English Language Learner

2

Language Access : translation and interpretation services will be provided to ensure meaningful conversation and effective communication

3

Access to Information : you will receive information about your child's academic progress in a language you understand

4

Opportunities for Involvement : you will have opportunities to participate in your child's education

5

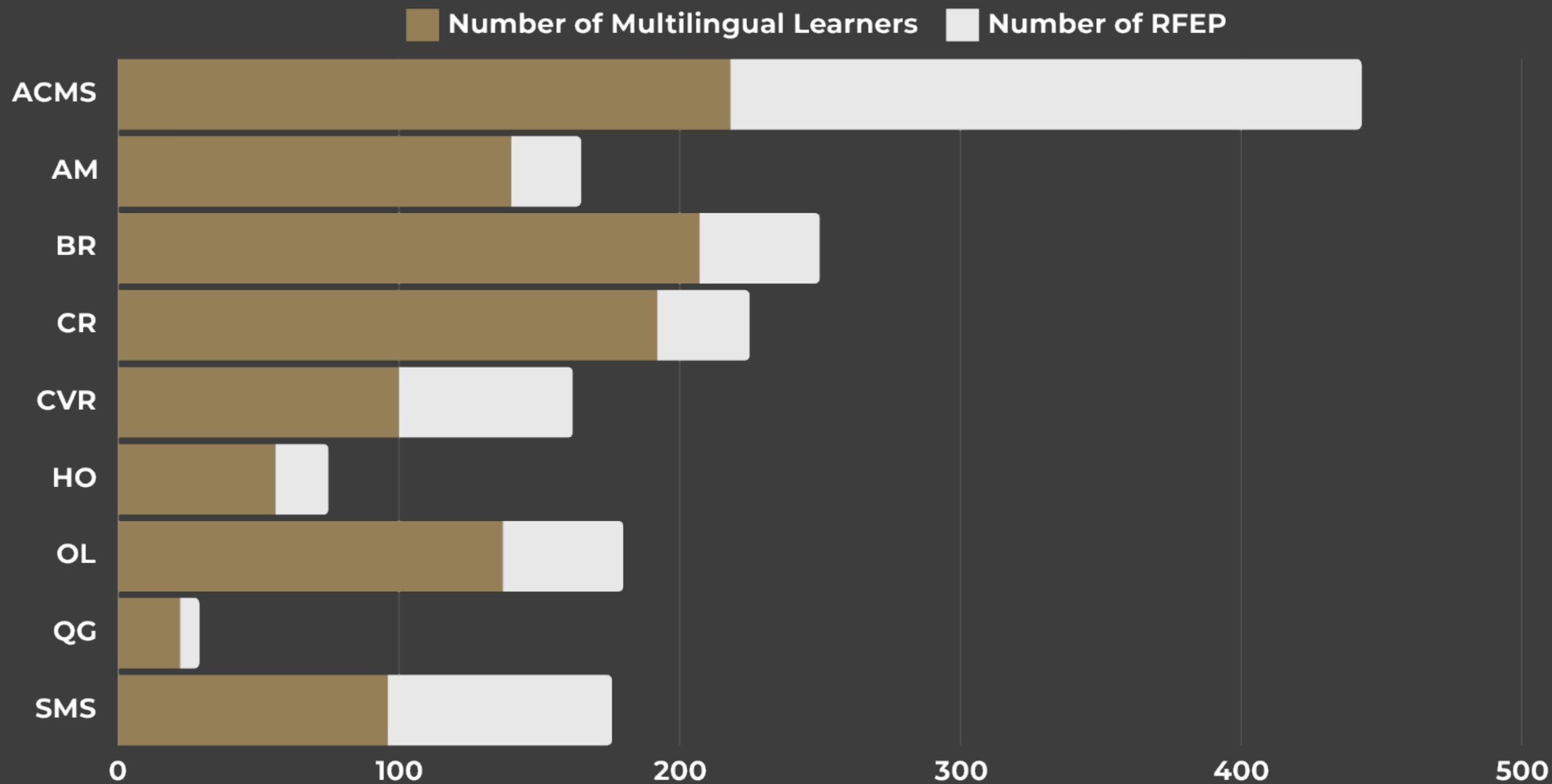
Explanation of Parental Rights : you will be informed of your rights listed above



Dry Creek English Learner Data

- 547 students Reclassified English Proficient (RFEP)
- 106 students identified as Long Term English Learners (LTEL)
- English Learner Progress (2023) - 58.8% of students are making progress towards English language proficiency
- Speaking and Listening are the strongest Domains across our district

Multilingual Learners in Dry Creek



Parent Engagement

We want to partner with you

1

Connect with your child's teacher

- Parent-Teacher Conferences
- Student Success Team meetings
- Volunteer in class
- Emails and phone calls

2

Campus Events

- Family Picnics
- World Fair
- Family Literacy Nights
- PTC Events

3

Site Teams

- School Site Council (SSC)
- ELAC (English Learner Advisory Committee)

4

Parent Involvement Policy



LCAP Parent Advisory Committee

PRESENTED BY : KATI O'SULLIVAN MESSERLI & SARA WEGNER

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PAC Purpose

● *OVERVIEW*

DCJESD LCAP Parent Advisory Committee and other feedback groups provide community members' voices in the LCAP development process.

● *ACTION*

Members of the LCAP Parent Advisory Committee will receive information that will help them to better understand state funding and assist in reviewing the goals, actions, and services contained in the current LCAP. LCAP Parent Advisory Committee members provide information for staff to consider when developing the actions and services to increase and improve student outcomes.

LCAP Background

● *PLAN PURPOSE*

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for Districts to share their stories of how, what, and why programs and services are selected to meet their local needs.

● *FUNDING*

LCFF funding gives the District the ability to provide increased or improved services for our unduplicated students.

● *GOALS & ACTIONS*

Goals and Actions are determined by student needs at school sites and District wide. We provide additional supports or services to unduplicated students: EL, low income, FY (51% of our student population).

● *ACCOUNTABILITY*

Progress toward meeting goals and increasing academic and social-emotional progress is measured by the State Dashboard Indicators.

Local Control Funding Formula

LCFF provides for an increased level of local flexibility to determine which programs and/or services have the greatest likelihood of ensuring that each student will succeed in relation to each of the LCFF state priorities.

LCFF requires greater local responsibility for selecting appropriate and effective programs.

This necessitates transparency and engaging the LEAs educational partners in analysis and decision-making.



LCFF State Priorities



- 1 Priority 1: •Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- 2 Priority 2: Implementation of academic content and performance standards adopted by SBE
- 3 Priority 3: Parental Involvement and Family Engagement
- 4 Priority 4: Pupil Achievement
- 5 Priority 5: Pupil engagement
- 6 Priority 6: School Climate
- 7 Priority 7: Course Access

Role of the Dashboard

The Dashboard provides LEAs with a robust set of data to guide local data analysis and planning.

The LCAP planning process is particularly intended to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard

Within the LCAP LEAs must:

- Reflect on the annual performance on the Dashboard and local data; and
- Consider performance on the state and local indicators on the Dashboard in determining LCAP goals and actions





California School DASHBOARD

State Measures

Seven state measures allow for comparisons across schools and districts.

- Academic Indicators (Academic—English Language Arts, Academic—Mathematics)
- Chronic Absenteeism Indicator
- College/Career Indicator
- English Learner Progress Indicator
- Graduation Rate Indicator
- Science Indicator
- Suspension Rate Indicator

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, socioeconomically disadvantaged, English learners, long-term English learners, homeless, foster youth, and students with disabilities).

For the 2024 Dashboard, schools and districts receive one of five Performance Levels for each eligible state measure. The Performance Levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.



Red



Orange



Yellow



Green



Blue

[Dashboard Info](#)

Current LCAP Goals

● *GOAL 1*

All students will demonstrate growth toward meeting or exceeding standards in math and ELA and EL students will demonstrate progress in developing English language proficiency.

● *GOAL 2*

Maintain safe and orderly schools with a positive, engaging and supportive climate.

● *GOAL 3*

Foster meaningful Parent and Community Engagement

● *GOAL 4*

Ensure compliance, programs, services and facilities are maintained at high levels.

[LCAP](#)
[Website](#)

Parent Engagement Rubric

● *Overview*

LCAP Goal 3: Foster meaningful Parent and Community engagement.

- Engagement Opportunities
- Communication and Input
- English Learner Family Supports and Services
- Parent Education

Metrics to Measure Goal 3:

- Parent Survey
- Participation in Parent/Family Education
- Local Indicator #3 - Parent Engagement Rubric Scores (3 categories and 12 areas)

● *Help us improve our support for you and build positive relationships*

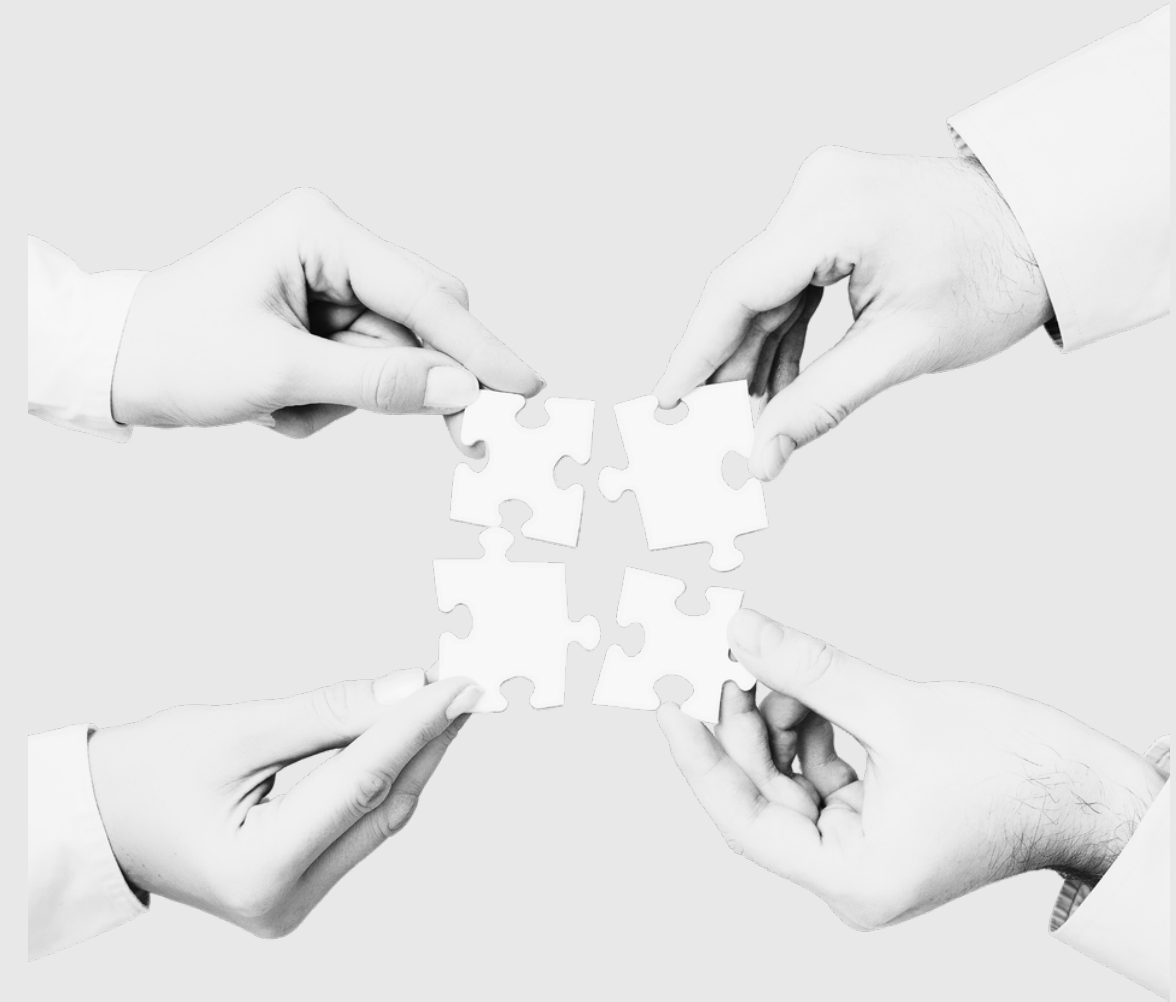
Future Collaboration

DASHBOARD DATA REVIEW

Review of the 2024 Dashboard scores and determining strengths and needs District-wide

LCAP GOAL REVIEW/FEEDBACK

Review of the LCAP mid-year report and current Goals. Feedback on what to continue or changes needed.





Thank You

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Next Meeting:
February 26, 2025
5:30 p.m.

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