

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

School Year

2023

Date of Board Approval

LEA Name

Dixon Montessori Charter School

CDS Code:

48705320122267

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

(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.

Dixon Montessori Charter School's mission: Dixon Montessori Charter School students will achieve their individual greatest potential in a nurturing environment that inspires discovery, academic excellence, and positive social contribution. This vision is attainable through rigorous academic standards, high expectations, and a coordinated curriculum. DMCS incorporates this overarching vision to guide the implementation of specific strategies for using federal funds. As outlined in the 2023-2024 LCAP Review of Performance and per the 2022 CA School Dashboard and 2022 SBAC results, recent data (2022 SBAC) shows that approximately 24.21% of DMCS students district-wide are underperforming in English Language Arts, 22.22% are underperforming in mathematics, and 15.83% are underperforming in science. Addressing the performance gaps in ELA, mathematics, and science remain identified needs, especially for the following student groups:

English Language Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic/Latino students. To address these performance gaps, DMCS will use federal funds to implement the following strategies:

- To increase academic performance to the proficiency level in English language arts and mathematics for Socioeconomically Disadvantaged and English Learner students, DMCS will allocate Title One monies to the elementary level with a focus on literacy as a preventative measure (SIPPS). Research shows that the gap between low income students and their counterparts begins at the elementary level. DMCS will use these Title One federal funds to provide reading intervention curriculum to low income students, and toward reading intervention training to teachers, paraprofessionals, and administrators.
- To increase teacher capacity and improve academic performance of the proficiency level in English language arts, mathematics, and science for all students, especially our underperforming subgroups, DMCS will allocate Title Two monies towards targeted professional development. Professional development will focus on research based pedagogy related to literacy instructional strategies (ie: ELD framework, integrated ELD instruction, reading, academic discourse, questioning strategies), guided reading, high quality mathematics tasks, number talks, social/emotional learning curriculum, new curriculum adoptions, MTSS, PBIS, restorative practices and content-specific curriculum and instruction. Additionally, DMCS plans to continue to provide ELD teachers with specific professional learning related to the ELPAC, ELD curriculum, SADIE strategies and designated ELD instruction. These activities are also aligned to goal one of our LCAP.

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.

DMCS's LCAP goals are aligned with our charter and WASC goals. All planning and accountability documents are then aligned to this structure in order to direct time and resources to the defined outcomes, based on state and local priorities and indicators. Furthermore, DMCS's LCAP goals support the mission and vision, which in turn serve as anchors for all DMCS site planning, budgeting, and Multi-Tiered Systems of Support (MTSS). DMCS utilizes its LCAP as the foundation for planning conversations to ensure that school goals and state priorities are intertwined and remain at the forefront of the work we do. In support of this, as outlined in DMCS's LCAP, federal funds are clearly and vitally woven in and throughout the LCAP and are aligned with LCAP goals and actions in addressing and supporting both state and local priorities and indicators. DMCS supplements literacy intervention programs by offering supplemental academic support at all grade levels, by certificated teachers. DMCS is able to provide additional personnel and resources to support interventions and/or professional development in literacy, mathematics, after school STEM. The allocation of the state and grant funds directly align to the federal program activities described above, as well as in our LCAP. DMCS will continue to provide federal and state-funded supplemental supports, services, and programs that will build upon its successes while simultaneously addressing areas of concern. Such supplemental supports, services, and programs will be principally directed toward unduplicated student groups (i.e., low-income students English Learners, and foster youth) and any student who is not meeting challenging state academic standards.

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.

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:

When a position becomes available, Human Resources (HR) sends an announcement for the position to the entire staff, and then it is posted through EdJoin. The DMCS HR department then verifies that all candidates are credentialed to teach within their subject area through the California Commission on Teacher Credentialing before being offered an interview. As a result, as evidenced by Credential Monitoring, Review, and Audit done by our authorizer, 100% of teachers are properly credentialed this school year. 0% are considered ineffective teachers or out-of-field teachers, and less than 12% of all teachers would be considered inexperienced teachers who have two or fewer years of teaching experience. The following school site data provides information related to the percentage of inexperienced teachers at each school site relative to the percentage of low-income and minority students.

Dixon Montessori Charter School (DMCS) student population is 438 students, with 59.0% identified as minority students and 31.9% identified as low-income students. There are 3 teachers at DMCS with two or fewer years of teaching experience this school year (2022-2023) – totaling 11% of the teaching staff.

DMCS regularly reviews teachers' credentials and assignments to determine the number of ineffective, inexperienced, and/or out-of-field teachers to conduct an equity gap analysis. Specifically, we use CALPADS and a query in DataQuest. The number of low income and minority students at each site was entered onto a spreadsheet and compared to the number of ineffective, inexperienced and/or out-of-field teachers. This analysis indicated that DMCS does not have significant disparities. 0% are considered ineffective teachers or out-of-field teachers.

Furthermore, to ensure teacher quality, effectiveness and equity, DMCS follows specific evaluation protocols. CUSD's hiring and evaluation process safeguard that no disparities exist in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The following is an overview of DMCS's evaluation process. All teachers are observed, coached, and evaluated annually (one formal evaluation). Additionally, on a case-by-case basis through the evaluation process described above, a teacher may be recommended for a certificated improvement plan.

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)

	<ul style="list-style-type: none"> • 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.

N/A - DMCS is not currently identified for CSI.

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:

DMCS recognizes that parents/guardians are their child's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. Additionally, DMCS ensures that parents/guardians and family members participating in Title I programs are provided with opportunities to be involved in their child's education. DMCS works with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, advisory, decision-making, advocacy roles and activities to support learning at home. This is achieved through regularly scheduled ELAC, LCAP and CSAC meetings, surveys and numerous advisory committees where parent/guardian involvement policies are shared and jointly developed. DMCS communicates with families. DMCS ensures that ALL families receive communications and invitations to participate on committees and in forums, through communication accommodations, such as translated, interpreters, scheduling individual meetings at a convenient time for individual families, home visits, etc. DMCS also closely monitors student attendance on a daily basis and communicates with families in a timely manner, especially families of migratory, foster or homeless youth, in order to minimize disruptions to educational services. DMCS provides assistance to our families in understanding academic expectations through several strategies. These include regular Coffee with the Director/ELAC/PTO meetings. These meetings address various topics to help parents in understanding state standards, the instructional program, and the ways they can best support their children's achievement in school. Classroom-specific information is provided via Back-to-School night and individually during parent-teacher conferences. The LCAP process also provides many opportunities at the site and district level to assist parents with understanding expectations for their children. DMCS staff has a deep appreciation for the high levels of parent involvement. Staff at every school site and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all parents.

High levels of attendance at parent conferences, Executive Director coffees, and other school and district-based events, as well as high numbers of parents volunteering at school sites each day, provide evidence of the effectiveness in this area. Regular communication from school and district leaders reinforce the importance of parent involvement. Leaders continually model and provide ongoing messaging regarding actions needed to support active parent involvement. This messaging begins intentionally during orientation for new staff regarding parent communication. Additionally, site leadership partners with our parent groups to educate staff regarding specific parental needs, preferred modes of communication, critical information that parents want to know, etc. This information is shared with staff in order to improve educational services for all students. Collaboration through the LCAP process and through numerous charter school advisory committees (CSAC) provide valuable information regarding how best to support our families in continuing to be involved at high levels. Technology is also used to both communicate information and request feedback about LCAP goals from the community at large. Questionnaires and surveys for stakeholders, including parents, are given throughout the school year. Requests for feedback and participation is sought through email communications. Participation from all parents is solicited, including parents of English learners, students receiving Special Education services, foster children, and families who children receive free or reduced lunch. All communications are provided in English and Spanish.

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.

DMCS annually identifies students in need of targeted assistance. DMCS's Academic Services Administrator in collaboration with other school administrators, teachers, support providers, parents and paraprofessionals, coordinate the monitoring of these students' attendance, academic, behavioral and social/emotional progress and needs. Additional academic interventions in English Language Arts (ELA) and mathematics are provided by certificated teachers for identified students. Students are identified through systematic assessment or are recommended by staff. Resources are then allocated to provide an increase in the amount and quality of learning time, specifically targeting the identified learning needs of all students, and especially at-risk students. The DCMS LCAP provides additional supports to elementary, and middle school students requiring interventions in ELA and mathematics. Neglected or delinquent: N/A

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:

DMCS annually identifies students in need of targeted assistance. DMCS's Academic Services Administrator in collaboration with other school administrators, teachers, support providers, parents and paraprofessionals, coordinate the monitoring of these students' attendance, academic, behavioral and social/emotional progress and needs. Additional academic interventions in English Language Arts (ELA) and mathematics are provided by certificated teachers for identified students. Students are identified through systematic assessment or are recommended by staff. Resources are then allocated to provide an increase in the amount and quality of learning time, specifically targeting the identified learning needs of all students, and especially at-risk students. The DCMS LCAP provides additional supports to elementary, and middle school students requiring interventions in ELA and mathematics. Neglected or delinquent: N/A

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:

DMCS is currently serving eight homeless youth and currently has 0 foster youth. In the event that DMCS does have any foster or homeless youth enrolled, the school site will immediately ensure that these students do not have any delays with their schedules, instructional programs, and access to free-and reduced-priced lunch. DMCS's Director in collaboration with school administrators, teachers and paraprofessionals, will coordinate the monitoring of these students' attendance, academic, behavioral and social/emotional progress and needs. Additionally, when the reservation funds for homeless education are not utilized as a result of zero enrollment of homeless or foster youth, the funds roll into the Title I allocation the following year to support interventions in literacy and mathematics. The new allocation of funds are set aside in the event that DMCS does have foster or homeless youth enroll.

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 DMCS does not currently use Title I, Part A funds to support student transitions. Student transitions are supported through the counseling department, ensuring that all students transition successfully from elementary school to middle school, then from middle school to the high school of their choice.

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:

N/A DMCS does not currently use Title I, Part A funds to support student transitions. Student transitions are supported through the counseling department, ensuring that all students transition successfully from elementary school to middle school, then from middle school to the high school of their choice.

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 - DMCS does not use Title I, Part A funds to support additional activities.

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

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:

NA

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:

NA

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:

NA

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.

Through a multitude of professional development activities, Dixon Montessori Charter School (DMCS) provides numerous opportunities to build the capacity of teachers, staff, and administration. Induction for new staff members include an orientation meeting covering all things DMCS from policies, staff agreements, school procedures, payroll, benefits, and curriculum and instruction. Additionally, new special education teachers and paraprofessionals engage in a three part special education series to provide the necessary foundation of knowledge, protocols and procedures to successfully navigate DMCS special education services. DMCS also implements the BTSA/Induction program to ensure new teachers are receiving the mentorship they need to be successfully inducted into the teaching profession. This program is a two-year commitment and DMCS veteran teachers serve as mentors to the beginning (participating) teachers. Through data analysis and staff input, DMCS has designed additional opportunities for staff to engage in professional development. These opportunities are aligned to LCAP goals. Lastly, administrators are part of a larger administrative team that meets weekly to provide focused information on relevant topics throughout the year. Ongoing adjustments are made to professional learning based on the LCAP community engagement process, site leadership observations, staff surveys and analysis of data related to student progress. The DMCS community engagement process for the development of the LCAP and identification of needed professional learning related to LCAP goals includes the participation of all educational partners, including those representing unduplicated pupils. Stakeholders have opportunities for meaningful participation through formal groups such as the School Board, Rep Team, the PTO, Charter School Advisory Council, ELAC, and other parent/school committees. In addition, community members participate through Coffee with the Director/PTO/ELAC twice per month. Data reviewed to inform LCAP development and focus for professional development include an analysis of local assessments in the areas of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Indicator rubrics, staff feedback surveys, parent surveys and the California Healthy Kids Survey.

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:

Based on data (including internal measures and data from the California School Dashboard) and through regular consultation with stakeholder groups (i.e., administration, certificated and classified staff, parents/guardians, and community members), Title I- and II-funds are utilized for professional development opportunities to address areas of identified growth. In support of this, Title I- and Title II-funded professional development opportunities. Then, using data, district- and site-level program effectiveness is analyzed in order to foster a continuous cycle of improvement. Data reviewed to inform LCAP development, prioritize funding/opportunities for students counted under Section 1124(c), and focus for professional development include an analysis of local assessments in the areas of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Indicator rubrics, staff feedback surveys, parent surveys and the California Healthy Kids Survey. Ongoing adjustments will be made relative to funding priorities based on data analysis, student demographics and stakeholder engagement.

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.

Using data related to DMCS's Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA), regular consultation (i.e., interviews and surveys) with all stakeholder groups (i.e., administration, certificated and classified staff, parents/guardians, and the community) are part of the planning process for professional development activities and support. In further support of this are DMCS's LCAP Goal #1 - Learning, that states, "Improve student achievement as measured by standardized test scores, English Learner reclassification, and local assessment data." Goal #2 - "Attract and retain high quality staff" and Goal #3 - Maintain a clean and safe school facility in partnership with DUSD, which serves as our facility lessor." Goal #4 - Enhance school community, safety, and climate. Goal #5 - Develop active partnerships with parents, businesses and the community, in order to enrich the academic and social growth of students. As part of the LCAP, measurable outcomes have been identified that are linked to both internal data and the California School Dashboard. Examples include, but are not limited to: student achievement data, promotion rates, chronic absenteeism rates, suspension and expulsion rates, school safety surveys, school climate surveys, SBAC results, progress and reclassification rates of English learners, parent feedback surveys, and teacher feedback related to professional learning. These data and ongoing collaboration with stakeholders ensure relevant data and input is being used to inform decisions for guiding Title II-funded programs, professional development, and activities that drive the cycle of continuous improvement. Ongoing adjustments are made to professional learning based on the LCAP community engagement process, site leadership observations, staff surveys and analysis of data related to student progress. The DMCS community engagement process for the development of the LCAP and identification of needed professional learning related to LCAP goals includes the participation of all stakeholders, including those representing unduplicated pupils. Stakeholders have opportunities for meaningful participation through formal groups such as the School Board, Team Reps, PTO, CSAC, School Site Councils, ELAC, and other groups. In addition, community members participate through Coffee with the Director. The ED meets with community members to share district and school site information related to the LCAP. Agendas reflect a broad range of topics including the development of the LCAP. LCFF, budget information, CA School Dashboard, implementation of California Standards, the Instructional program focused on teaching and learning, facilities and data related to student progress. Involvement from students occurs through multiple classroom visitations, observation of student work, collection of anecdotal data, and student participation in the annual LCAP CSAC meetings. Parent input and involvement in the development and annual review of site-based objectives occurs via participation in scheduled parent meetings and surveys at DMCS. Data reviewed to inform LCAP development and focus for professional development include an analysis of local assessments in the areas of English language arts and mathematics, ELPAC, Smarter Balanced ELA and Math assessments, California Dashboard Indicator rubrics, staff feedback surveys, parent surveys and the California Healthy Kids Survey

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:

N/A - DMCS does not receive Title III funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

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:

N/A - DMCS does not receive Title III funds.

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:

N/A - DMCS does not receive Title III funds.

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:

N/A - DMCS does not receive Title III funds.

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:

N/A - DMCS does not receive Title IV funds.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A - DMCS does not receive Title IV funds.

What activities will be included within the support for a well-rounded education?

N/A - DMCS does not receive Title IV funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A - DMCS does not receive Title IV funds.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A - DMCS does not receive Title IV funds.

What activities will be included within the support for safety and health of students?

N/A - DMCS does not receive Title IV funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A - DMCS does not receive Title IV funds.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

N/A - DMCS does not receive Title IV funds.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

N/A - DMCS does not receive Title IV funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

N/A - DMCS does not receive Title IV funds.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

N/A - DMCS does not receive Title IV funds.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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