

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

School Year

Date of Board Approval

LEA Name

Johnstonville Elementary School District

CDS Code:

18641136010748

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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.

Johnstonville Elementary School District recognizes the challenges many of our students will face when entering a global college and career atmosphere. Though a small TK-8th grade school, Johnstonville Elementary School District believes it has a responsibility to help students and families develop a strong foundation for future educational and career goals. The District strives to incorporate critical 21st-century skills into daily and weekly lessons. These skills help students develop problem-solving techniques that utilize collaboration, teamwork, creativity, imagination, and creative thinking.

The district has chosen to direct federal funds toward three focused efforts:

1. The implementation of California State Standards (CSS) for every student with instruction provided by a highly qualified, credentialed teacher within a broad course of study.
2. Utilizing a rigorous and challenging educational program to increase proficiency in core academic areas and provide every student with a broad course of study so they will be college and career ready.
3. Provide a safe and effective learning environment for every student by engaging parents, students, and staff through increased teacher-parent and school-parent communication and participation.

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.

Johnstonville Elementary School will provide an effective learning environment by utilizing a rigorous and challenging educational program taught by highly qualified teachers. In addition, Johnstonville will continue to develop, and implement, a Multi-Tiered System of Supports (MTSS) program to help students who struggle academically, behaviorally, and emotionally. Johnstonville Elementary School will monitor the learning environment and student learning through monthly Istation assessments, quarterly NWEA MAP assessments, and regular analysis of discipline data. Johnstonville Elementary School will maintain a school climate that encourages increased connections between students, their families, and the school. The purpose of this is to help improve student mental well-being, increase school attendance, decrease chronic absenteeism, and reduce discipline issues.

Fund: Title I:

The District will provide funding for part-time instructional assistance to help assist with focused learning groups and help implement individualized or small-group intervention plans (Action 2.3).

Fund: Title II:

The District will utilize these funds to partially fund the salary of two instructional assistants (paraeducators) to enable the District to provide students who struggle academically with smaller intervention groups and facilitate research-based academic support.

Fund: Title IV:

The District will provide a well-rounded education to students by implementing an elective wheel that includes Career and Technical Education (CTE), foreign language, and digital citizenship/technological skills.

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.

Not applicable. LEA is a single-school district.

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:

The Johnstonville Elementary School District is the smallest TK-8th grade school district in Lassen County. The District strives to establish straight grades (one teacher per grade level). However, it was necessary during the 2022-23 school year to create two combination classes (4th/5th and 5th/6th) due to a lack of qualified teacher applicants. In addition, all educational opportunities are the same for all students. Three teachers are identified as ineffective, per California State Board of Education definitions, since they currently have provisional internship permits. However, there are no disparities that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students.

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	An ineffective teacher is any of the following: <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

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

Not applicable. LEA has not been identified for comprehensive support and improvement (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 (TAI), 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:

The District utilizes a variety of methods to communicate with parents and stakeholders throughout the year. These methods include our website, Class Dojo, monthly newsletters, weekly teacher notifications, our SIS school-to-home phone communication, our Facebook page, our Instagram, surveys, and letters sent home. Parents and guardians can access their student's attendance and grades through Johnstonville's Schoolwise parent portal. During the Back-to-School Night and Parent-Teacher conferences, parents and guardians are informed about their student's grade level state standards, state and local assessments, ways to monitor progress, and resources for support. In addition, progress reports are sent to parents/guardians, and report cards are sent home at the end of each quarter. Parents and students have the opportunity to provide Johnstonville Elementary School District with input regarding overarching goals and programs and daily operations through a variety of surveys, including the annual school climate survey (California School Parent Survey and the California Healthy Kids Survey, respectively), informal meetings, virtual roundtable discussions, School Site Council, and Board meetings.

Johnstonville staff collaborates with a variety of stakeholders and the School Site Council when reviewing important information and in the development of the parent and family engagement policy. The School Site Council and the Johnstonville School Community Association (JSCA) are led by parents/guardians and provide important information regarding the effectiveness of the school's parent engagement policy and potential methods to overcome barriers to engagement. After the policy is reviewed, it is sent to the board of trustees as an information and input item on their agenda. The final parent and family engagement policy is then sent home in both the enrollment packet given to each new student and the parent/student handbook, which is given to all students.

The District held two school/community virtual round tables this year to engage a variety of families. Some of the round table topics included the LCAP, transitional kindergarten and kindergarten programs, and the after-school program. In addition, parents provided input on various school activities and operations.

Certificated staff professional development occurred throughout the school year and focused on student engagement, intentional lesson design, Universal Design for Learning (UDL), and using Depth of Knowledge (DOK) during instructional time. Classified staff received professional development in the areas of active supervision and the importance of maintaining confidentiality.

The District utilizes the communication tools mentioned above to aid in the distribution of school-related information. The District also has a bilingual staff member on campus to help facilitate communication with parents on an as-needed basis. In addition, we work with local agencies, the Lassen County Office of Education, and the Butte County Office of Education to bring in translators to meet reasonable accommodations, on an as-needed basis, if we have a family that needs translation services beyond what we can accommodate on campus. Finally, special accommodations are made for communicating with families who have accessibility needs, or other special needs, which makes corresponding with the school difficult. As with our foster youth, we strive to develop transition plans to help ease student anxiety and reduce the educational disruption that can come with frequent moves.

The District seeks parental involvement in the LCAP. Virtual roundtable meetings were held to better understand parent and guardian educational priorities and goals. The virtual format was chosen based on the lack of participation at previous in-person meetings and the common utilization of virtual modes of communication with the school due to Covid-19 restrictions. In addition, members of the school's classified and certificated staff provided input during meetings held in April. Stakeholder input was then used to develop a draft copy of the 2023-24 LCAP goals, metrics, and actions. This draft was shared at the regularly scheduled board meeting in May. In addition, a draft copy of the 2023-24 LCAP metrics and actions was shared at the School Site Council meeting in May. In June, a public hearing was held on June 19th at the regularly scheduled Johnstonville Elementary School District Board of Trustees meeting to allow members of the public to provide additional input into the LCAP. Finally, the LCAP was approved by the Board of Trustees in a separate, regularly scheduled, meeting on June 22nd.

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.

Not applicable. LEA does not have any local institutions for neglected or delinquent children or programs for neglected and delinquent children in community day school.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA has not been identified as needing targeted assistance.

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 District identifies families who qualify under the McKinney-Vento Act through enrollment and informal meetings. Once families are identified, the District provides homeless students with access to all of our programs in school without delay. Johnstonville utilizes funds to assist with needed provisions such as school supplies, and gift cards to local businesses for basic necessities such as food and clothing. The district's homeless liaison works collaboratively with outside agencies to develop a plan for giving support to the families and students at school and home. In conjunction with outside agencies, the District also closely monitors student attendance and academic success. Based on this information, Johnstonville uses resources to develop interventions and supports, as needed. In addition, counseling services are offered to homeless students upon their enrollment and with consent from their families. This is done to reduce potential trauma that may develop due to the student qualifying under the McKinney-Vento Act.

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.

The District works closely with several local preschool programs to help transition our students into Johnstonville Elementary School District's Transitional Kindergarten and/or Kindergarten programs. Our district coordinates with local preschools regarding the needs of our English Learners, students with 504s, our McKinney-Vento students, foster youth, and/or those students who have Individual Education Plans (IEP). The District also holds a Transitional Kindergarten and Kindergarten roundup every spring to learn about our future students and the needs of the families to enable us to coordinate potential services at the beginning of school. Johnstonville School communicates the roundup activities through local support agencies, the Johnstonville School Community Association (JSCA), the school's website, Facebook, and Instagram. In addition, the Transitional Kindergarten and the Kindergarten teachers provide parents with information about Transitional Kindergarten and Kindergarten opportunities and expectations, community resources, and required immunizations/health care information. Finally, Johnstonville School staff helps parents and guardians with enrollment paperwork at that time.

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 District works collaboratively with Lassen High School District to transition 8th-grade students into the high school. Lassen High School counselors work with the students and parents throughout the second semester of the students' 8th-grade school year to discuss class and club opportunities along with assisting the families in the enrollment process. Part of the information includes the requirements for receiving a high school diploma and preparation for college and/or career options. The Lassen High School staff also holds an evening orientation event where students have the opportunity to sign up for numerous clubs available to them during their freshman year. Johnstonville School District works closely with Lassen High School regarding the needs of our English Learners, students with 504s, our McKinney-Vento students, foster youth, and those students who have Individual Education Plans (IEP).

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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 District has set aside two days at the beginning of the school year for professional development opportunities for classroom teachers, the superintendent/principal, and instructional aides (paraprofessionals). The District traditionally provides new teachers an opportunity to participate in a teacher induction program. The induction program (Alliance for Teachers Excellence (ATE)) pairs new teachers with a mentor. They meet throughout the school year, focusing on a variety of topics including classroom management, pedagogy, and best teaching practices. While no teachers participated in the ATE program during the 2022-23 school year, the new special education teacher did participate in an internship program through CSU, Chico. In addition, new staff members participated in the new teacher professional learning group established by the Lassen County Office of Education. Furthermore, certificated staff members participated in ongoing professional learning in the areas of student engagement, intentional lesson design, Universal Design for Learning (UDL), and utilizing Depth of Knowledge (DOK) during instructional time.

Johnstonville School sent out a survey to certificated staff to customize professional learning experiences for next year. Based on the survey results, the District is currently exploring professional learning opportunities in the areas of assessment utilization, using data to drive instruction, and the integration of social-emotional learning within the classroom. In addition, new teachers will have the opportunity to participate in Lassen County Office of Education's new teacher orientation scheduled for August 1st. Finally, Johnstonville School's instructional aides will participate in a professional learning scheduled for August 14th in Redding. This professional learning will focus on student conflict resolution, adverse childhood experiences, supporting students with special needs, behavior intervention strategies, and how to collaborate with teachers.

The District utilizes a variety of data sources to monitor growth and improvement. Some of these sources include SBAC summative data, grade reports, discipline reports, monthly and quarterly district assessments, and attendance rates. LEA administration collaborated with school staff and School Site Council to discuss and identify growth areas.

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:

Not applicable. LEA is a single-school district.

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.

The District supports continuous improvement by analyzing a variety of information. This accumulated data includes CAASPP/SBAC results, monthly Istation data, quarterly NWEA MAP assessment data, California Healthy Kids Survey, California School Staff Survey, California School Parent Survey, parent, student, and staff feedback, attendance rates, staff and parent surveys, and academic achievement results as stated on progress and quarter grade reports. The District's MTSS committees analyze the data to identify areas of concern and develop appropriate interventions and supports. Finally, each certificated staff member analyzes achievement data for their students and develops both short and long-term goals.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

Not applicable.

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:

(A) Johnstonville Elementary School District utilizes Title IV funds that are in alignment with previous practices. Johnstonville School has established partnerships with several non-profit/community-based organizations, private entities, and local governmental agencies during the 2022-23 school year. Informal discussions and surveys with teachers, parents, and administration helped gathered information regarding the district's priorities and goals. Discussions with, and ideas from, local educational technology experts and students were incorporated into the District's various plans.

(B) Johnstonville Elementary School District will utilize these funds to develop and supplement various extracurricular activities. Some of these activities will be incorporated into the after-school program and include learning various forms of visual arts, the supplies required for such activities, and planting in our school's garden. The inclusion of these extracurricular programs will help Johnstonville Elementary School students receive a well-rounded education and much-needed skills in preparation for their high school experiences and post-secondary opportunities.

(D) The District will continue to utilize funds to support the effective use of technology in both the classroom and school-wide. Some of the funds will be used to enhance the use of technology by instructional and support staff in teaching and tutoring. In addition, further digital resources will be purchased to aid in the development of student keyboard skills and digital literacy. Finally, a very small portion of the funds (less than 10%) will be used to purchase technology infrastructure.

(E) Johnstonville Elementary School District staff will create objectives and intended outcomes as part of their program. Students participating in the activities will be given a variety of assessments to determine the effectiveness of the activities. In addition, classroom assessments will be utilized to measure student growth in the curriculum. Finally, surveys regarding the extra-curricular programs will be given to students, parents, and various stakeholders to determine the effectiveness of the activities.

