



Approved 12/2/19



LCAP Federal Addendum System

Instructions, Strategy, and Alignment

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 Every Student Succeeds Act (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.

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 LEA must address the Strategy and Alignment prompts provided below. Please 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.

Response from Dunsmuir Joint Union High:

The State LCFF funding only reaches so far, and the portion that is targeted specifically to our under achieving students, low income household student, foster or unassigned youth and other at risk youth, is too small to address all the needs of our community. The Federal funding through ESSA allows us to help fill that gap to make sure we can provide additional courses, programs and professional development that will allow all students to receive a quality education and to prepare for post secondary opportunities in the contemporary setting.

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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.

Response from Dunsmuir Joint Union High:

Federal funding will allow us to keep funding classes and events that are not part of our base offerings, such as Consumer Math, Chemistry, enhanced PE courses, Academic Resilience, Foreign Language, upgraded textbooks and study materials, and production of a school play. Federal funding will also support our ability to be part of the cooperative that assists us in implementing federal funding properly, as well as providing materials that allow us to reach our parents to keep them informed and engaged, and professional development to keep all staff abreast of innovations in education in order to improve the quality of education for all.

APPROVED BY CDE

Instructions, Strategy, and Alignment Contact

Identify the applicable program contact and their contact information in the fields below. The

identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Arlene Dinges

**Contact Phone
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LCAP Federal Addendum System

Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

Response from Dunsmuir Joint Union High:

Educator Equity - ESSA Section 1112(b)(2) - All teachers are properly credentialed and assigned.

Effective parent and family engagement ESSA Sections 1112(b)(3) and 1112(b)(7):

The Dunsmuir Joint Union High School District jointly developed a parent involvement policy via the site council and board of trustees, and annually reviews the policy. The policy is distributed in several ways, including the original enrollment package, and publication of its parent portal on its website at <http://dunsmuirhigh.k12.ca.us/>.

Materials assisting parents to work with their children to improve achievement, and to acquire training as needed are sent home periodically, as well as supplied in the attendance office, and made available at Site Council meetings as well as Back to School Night, Community Forum and Student Showcase events. Material is also made available in the Library to educate staff in the value of parental contributions and how to communicate and work with parents. The District currently acquires and disseminates information from California PTA, Woodhouse Press, Channing Bete and others.

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d); Dunsmuir Joint Unified High School District will assist the high school in reaching out to involve all parents and family members to develop the comprehensive support and improvement plan as part of the LCAP. Together we will elicit their comments, suggestions and involvement through mail sent home, invitations to site council and Title I meetings, Back to School, Community Forum and Spring Showcase events, plus our annual needs assessment, which will include specific direction for our CSI goals.

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)).

The Dunsmuir Joint Union High School District provides a copy of each class syllabus to each student, and addresses the syllabus for each class on Back to School Night. It includes information about how the class meets the state standards, and also how the student will be assessed within the class. Literature about PowerSchool is provided to each parent and shows how parents and family members can monitor student progress via the website <http://dunsmuirhigh.k12.ca.us/> using PowerSchool. Weekly grade checks are performed on every student for every class, and parents are notified when D's or F's are reflected on these reports. Teachers reach out to parents on an individual, as needed basis. Additionally, teachers will meet with any parent upon request.

The Dunsmuir Joint Union High School District continually educates teachers, and other school leaders, at monthly Teacher Work Days which discuss the value and utility of contributions of parents, and in how to utilize and improve upon our system to reach out to, communicate with, and work with parents as equal partners, and build ties between parents and the school; (ESSA Section 1116(e)(3)). There is a student/parent compact that is an agreement to work diligently. It is sent home at the beginning of the year, and collected by staff upon enrollment.

ESSA Section 1112(b)(7): The Dunsmuir Joint Union High School District will work to implement effective parent and family engagement under Section 1116 by coordinating and integrating parent involvement programs and activities, such as those mentioned above, with other Federal, State, and local programs, through the Site Council and LCAP Team programs and through support of school athletics and clubs, to the extent feasible. For example the recent Community Forum encouraged parents and community to become involved in the local Community Resource office that provides summer programs, parenting classes, counseling and opportunities to receive assistance as needed. Our fliers containing information about events and opportunities go out to parents and families several times a month. We utilize TransAct to formulate our Invitations

and agendas. We also utilize a phone system to call out to all our parents and guardians about our events. This policy was made at Site Council

several years ago and is reviewed annually for possible updating. The policy is then voted on at the Board of Directors meetings, and is distributed to parents and families the following fall at site council and Title I meetings.(ESSA Section 1116(e)(4))

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

Response from Dunsmuir Joint Union High:

The LEA parent & family engagement policy was developed jointly with staff at teacher work days & on site council, parents at Title I meetings, back to school night, site council & board of trustees meetings, administration at site council, staff meetings & board of trustees meetings. All parties agreed. The policy was then distributed to each family in the school with their enrollment forms & papers, & is included with the Student Manual & Parent/Legal Guardian Information Guide provided to each student/parent & posted on the website. Each year at Title I & site council meetings, the review process begins again.

The LEA will provides assistance to parents of children served by the school or local educational agency, as appropriate, in understanding all education related topics by soliciting questions & comments at Board meetings, Site Council meetings, Title I meetings, Back to School night, Annual Surveys & Community Forum meetings. It offers to work with parents individually when requested & reaches out to them when necessary to understand academic standards, academic assessments, Title I Part A, & how to monitor a child's progress & work with educators to improve the achievement of their children. Parent-teacher meetings are held as requested & as needed. Parents are called to discuss student progress when they are slipping academically or in terms of engagement. PowerSchool enables parents to access student grades, assignments & progress by logging into a portal on the website.

The LEA provides materials & training to help parents work with their children to improve achievement, such as literacy training & attendance, math & using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement at Title I meetings, site council meetings, other parent meetings & community meetings, & is available on display at the district/school office.

The LEA brings professionals such as speakers & consultants to educate teachers, specialized instructional support personnel, principals, all school leaders & all staff. It shares these resources with parents & community by opening these events to the public, then conferring with students & staff about the message. Parents are asked to share tips & concerns about student engagement & teaching methodologies at Back to School Night, Site Council, Community Forum, Title I meetings and at individual meetings to learn the value & utility of contributions of parents, & in how to reach out to, communicate with, & work with parents as equal partners, implement & coordinate parent programs, & build ties between parents & the school.

The LEA provides opportunities for the informed participation of parents & family members (including parents & family members who have limited English proficiency, parents & family members with disabilities, & parents & family members of migratory children), including providing information & school reports in a format &, to the extent practicable, in a language such parents understand by having a website that translates all documents into several different languages and is ADA compliant. Meeting times vary, & suggestions are welcomed for location and scheduling options. It offers practical & physical accommodations via the parent notices sent home prior to meetings. An elevator is available getting to the second floor. All other rooms are handicapped accessible. Translators & sign language interpreters are available on request. To date the school has not had migratory or military students.

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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.

Response from Dunsmuir Joint Union High:

Strategies to identify low-achieving children and those at risk of not meeting the State student academic achievement standards, include use of Weekly Grade Checks, state and local assessments via testing, report cards, and also through meetings with the school counselor. Strategies to support all students and particularly those identified above include additional counseling, tutoring after school, academic resilience classes throughout the week, individual education planning, summer school and independent study.

College and career awareness and preparation, include such things as the Success 101 program, attendance at college and career fairs, tours to regional colleges, consultation about college scholarships and finance, and the integration of vocational and technical education programs like computer applications, culinary and food service, classes, woodshop, and office and library aids. Additionally the school allows students to receive credit for hours worked at a job.

Dunsmuir Joint Union High School District maintains well qualified teaching staff by using a well-vetted interview processes to hire teachers in the correct field, providing a high quality benefit package, continual support and professional development for areas where staff members want to grow, and team collaboration under the guidance of the lead teacher and administration. Additional professional development is assigned through a multi-level review process, including personal input from the teacher, overview of the administration for teacher-specific needs, and administrative overview for a complete and cohesive district plan.

DHS uses effective methods and instructional strategies that are based on scientifically based research to strengthen the core academic program, such as, extended learning time via voluntary tutoring at the end of class time and before the departure of the school bus (approximately

40 minutes), required academic resilience classes for sport team participants and any others identified through our weekly grade check system, Honors classes, dual enrollment agreements with College of the Siskiyous, availability of computer based learning courses in addition to our core curriculum, career tech courses, and summer programs. these methods help provide an accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school hours for instruction.

Title I dollars are utilized school-wide, and this district has been a high need district due to low income levels since changes in railroad and forestry employment opportunities and since the construction of I-5 prompted the bypassing of Dunsmuir for travel services. Children are identified in several ways, including the household income data form at registration, home language survey, direct certification of services that qualify for free and reduced counts, as well as testing and counseling sessions. See also paragraph 1, above.

TAS: "N/A"

Neglected or delinquent: "N/A"

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Address the ESSA provision:

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

Response from Dunsmuir Joint Union High:

N/A

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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.).

Response from Dunsmuir Joint Union High:

Dunsmuir Joint Union High School District experiences low homelessness, and unaccompanied youth are often taken in by friends or relatives, however, the District has reserved 1 % of its Title I funds to provide needed services to homeless children and youths, including enrollment support, transportation and emotional support geared toward transportation, attendance, supplies and sport shoes if necessary to enable the student to succeed with schoolwork and participate in sports or clubs, providing educationally related support services to ensure success for children in shelters and other locations where children may live.

The Dunsmuir Joint Union High School District uses three sources to identify eligible homeless students and provide support services annually and as enrolled: 1) the County Liaison, who is in contact with the Counselor and the DHS Consolidated Applications Coordinator several times a year and whenever a new homeless student is enrolled; 2) the school counselor who, in the course of speaking privately with a student, may learn of their situation; and 3) the Income Data form which also shows where and with whom the student resides. During the 2017-18 school year, the Dunsmuir Joint Union High School District identified 0 student experiencing homelessness but 1 student as unassigned youth (they were given housing at the home of a friend, but had no direct parental support.

In support of McKinney-Vento, the Dunsmuir Joint Union High School District recognizes that homeless youth are more at risk for dropping out of school or struggling academically due to frequent school transfers, lack of basic shelter and necessities, and the stresses that come with uncertainty. To ensure the best chance of success, DHS has a McKinney-Vento Homeless Education Liaison (Counselor) who obtains training and dispenses it to the enrollment clerk and to other key staff as needed. The designated liaison ensures that the school site annually identifies all homeless students and accurately inputs student information and indicates the nighttime residence in CALPADs for accounting purposes. We provide public notice of the educational rights and protections of students experiencing homelessness. In addition, designated LEA homeless liaison

supports the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding all 7 areas.

The Dunsmuir Joint Union High School District Homeless Education Consultant provides the following support to children, youth and families upon request or as otherwise identified:

- Facilitate school enrollment trainings as needed to ensure compliance with District policy (e.g., school of origin right) and equal access to educational and meal programs, as well as tutoring and other support services;
- Conduct professional development trainings for school personnel regarding the educational rights and supports afforded to homeless students through Keenan;
- Assist district to remove enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer;
- Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records, including information about a homeless child or youth's living situation
- Provide assistance with transportation, backpacks, school supplies, hygiene kits, and school required sport clothing/shoes;
- Provide medical, dental, and mental health referrals, in addition to other school/community services;
- Educate students and parents on their educational rights, and promote parent participation in school related activities;
- Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources;
- Provide advocacy services for parents and students during school related educational meetings, as needed;
- Create Individualized Educational Program (IEP), and School Attendance Review Board (SARB) meetings, as needed;
- Participate in the mediation of school enrollment disputes;
- Provide assistance to specialized populations of homeless students, including homeless teen parents, children with special needs, and unaccompanied youth; and
- Assist with the identification of students who may be eligible for the state AB 1806 graduation exception.

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Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Response from Dunsmuir Joint Union High:

N/A

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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.

Response from Dunsmuir Joint Union High:

Dunsmuir Joint Union High School District (DHS) provides several opportunities to assist in transitions to and from high school.

DHS includes the two feeder schools in events throughout the year, school plays, musical events, college and career fairs, and a special day for 8th graders to come to DHS in May to hear about the school, what will be expected of them and what their opportunities will be. They then stay for lunch, a tour, and a fun pep rally or other event.

The college and career fair is also a way of transitioning our students to post-secondary environments. Tours to college campuses support this as well. DHS employs a full time counselor to assist with career choices, scholarship and college application opportunities. We also have on site, part time, the College Options program out of U. C. Davis. Additionally, our students have the option to take college level courses online or at the College of the Siskiyous, and representatives from COS come to our campus a few times during the year to talk about the college, FAFSA, and to actually enroll seniors in courses for their freshman year of college.

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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.

N/A

APPROVED BY CDE

Title I, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Arlene Dinges

**Contact Phone
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LCAP Federal Addendum System

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Response from Dunsmuir Joint Union High:

Dunsmuir Joint Union High school District operates essentially as a single school. It has had only a couple Community Day School students for the last few years. When it does enroll students into Community Day School, it utilizes existing high school faculty to oversee those classes. All high school staff are correctly assigned and properly credentialed or in a credentialing program. Dunsmuir High is a small school with limited staff, so all students are assigned to the same teacher, and that class is taught only once, with the exception of Math 1A which has two teachers who are both credentialed as math teachers.

EE-1: The LEA's reviews the class schedule and the credentials of its teachers in order to identify disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

EE-2:

- Are low-income students taught at higher rates than other students by ineffective teachers? No. Dunsmuir High is a small school with limited staff, so all students are assigned to the same teacher, with the exception of Math 1A which has two teachers who are both credentialed as math teachers.
- Are minority students taught at higher rates than other students by ineffective teachers? • No. Dunsmuir High is a small school with limited staff, so all students are assigned to the same teacher, with the exception of Math 1A which has two teachers who are both credentialed as math teachers.
- Are low-income students taught at higher rates than other students by inexperienced teachers? No. Dunsmuir High is a small school with limited staff, so all students are assigned to the same teacher, with the exception of Math 1A which has two teachers who are both credentialed as math teachers.

EE-3:

- Are minority students taught at higher rates than other students by inexperienced teachers? • No. All but 1 teacher has more than 5 years of experience. The newest teacher has one year of experience. He is the only teacher for social studies and Spanish, so all students are assigned to his classes who enroll in Spanish, and all students are assigned to him for social sciences.
- Are low-income students taught at higher rates than other students by out-of-field teachers? • No. All teachers are teaching within their credentialed areas
- Are minority students taught at higher rates than other students by out-of-field teachers? No. All teachers are teaching within their credentialed areas

EE-4: There are no equity gaps. The District invites stakeholders to be part of the process of vigilance, and to make inquiries and suggestions as to teacher qualifications and assignments in several ways. Stakeholders are invited to participate in Board of Trustee hearings when teachers credentials are reviewed. They are invited to participate in Site Council meetings, Back to School night, Community Forum events, and Title I meetings. Additionally they are encouraged to provide feedback through the annual needs assessment survey.

EE-5: Please describe the actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1—Basic Services). No disparities were discovered.

APPROVED BY CDE

Title I, Part A, Educator Equity Contact

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Contact Name

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LCAP Federal Addendum System

Title II, Part A

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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.

Response from Dunsmuir Joint Union High:

Many sources of information lead to decisions on what professional development is needed and who should participate in that.

Teachers are observed by and consulted with by administration for professional development needs to strengthen abilities to impart knowledge to the classroom on several levels to insure differentiated learning, kinetic learning, updated subject matter and new curriculum. They themselves may inquire about professional development for new areas of interest that may lead to new classes. The administration assigns Keenan courses and brings in other professionals as needed to keep teachers abreast of regulations and innovation in education. The District currently has an individual learning plan for each teacher, and maintains records of achievement. New teachers are provided the means to go through BTSA and to have mentors.

Each Staff member is observed and consulted with by administration to determine professional development needs. Staff themselves may also request professional development in areas of interest to strengthen their contributions to the school. The administration assigns Keenan courses and brings in other professionals as needed to keep staff abreast of regulations and innovation in education. The District currently has an individual learning plan for each staff member, and maintains records of achievement.

Each coach or other school leader is observed and consulted with by administration to determine professional development needs. Staff themselves may also request professional development in areas of interest to strengthen their contributions to the school. The administration assigns Keenan courses and brings in other professionals as needed to keep staff abreast of regulations and innovation in education. The District currently has an individual learning plan for each coach or other school leader, and maintains records of achievement.

The Principal/ Superintendent keeps himself informed of professional development opportunities for himself and others and attends as many workshops as feasible throughout the year. This includes those offered by the County Office of Education, sports organizations and administrative support organizations. See LCAP for more detailed information.

Professional development for technology is also key to keeping the district on the front lines of communication with each other, with parents and with community. Classes or training are assigned as necessary.

The District is currently reviewing overall District strategies for professional development to ensure there are no holes in the fabric of education. The District utilizes Keenan for many of the compliance subjects matter, and regularly sends staff to workshops through the County Office of Education on all subject matter relevant to High School and to State and Federal funding issues. Additionally the District sends staff to conferences at several key educational programs, such as CASBO, CSBA, and others.

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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

Response from Dunsmuir Joint Union High:

Dunsmuir Joint Union High School District is a single school district. We apply funding school-wide. There is equal opportunity for all students to receive the benefit of Title Two Part A funds.

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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.

Response from Dunsmuir Joint Union High:

Dunsmuir Joint Union High School District uses data obtained through various assessments in order to decide how to apply Title II funds to continually update and improve professional development programs. Report cards, state testing and Power School assessment tests reveal where individual teachers require support to impart curriculum successfully. Teachers can voluntarily request professional development in those areas. Additionally, the administration continually monitors teacher progress and ability in the classroom and assign professional development accordingly. teacher work days are also a way to continually consult with other staff regarding classroom strategies.

Describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
Power School's assessment abilities will be implemented for the upcoming year. Resulting data will be monitored and analyzed at least twice during the academic year.

Describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
Teachers, - The Dunsmuir Joint Union High School District consults with teachers via site council, which meets at least four times a year. It also meets at teacher work days with administration present on a monthly basis where they discuss strategies and results and suggest courses of action for specific departments as well as school-wide projects and activities. Principals and other school leaders, - are also involved in site council meetings, LCAP team, and teacher work days. In addition, each teacher and staff member has an opportunity to go before the board of directors to describe their courses and activities, and to make recommendations for change. Paraprofessionals (including organizations representing such individuals), N/A

Specialized instructional support personnel, The resource teacher and counselor are involved in teacher work days, and they also have the opportunity to brief staff regarding individual students that need support in specific ways.

Charter school leaders (in an LEA that has charter schools), N/A

Parents, Parents are included in Site Council and LCAP team, back to school night, community forum, spring showcase, and board of trustee meetings. Attendance at Board of Trustee meetings has been improved through student of the month presentations, and with Associated Student Body representation on the board.

Community partners, and Community Forum and Spring Showcase are community events where the needs of the school and the goals for use of state and federal funds are discussed, including discussion about the effectiveness of past and current uses of Title II, Part A funds, as well as explanations about the sources proposed and the research behind their success and why they are anticipated to be a good fit for Dunsmuir High. Electronic surveys are available to staff, students, parents and community members on an annual basis.

Organizations or partners with relevant and demonstrated expertise in programs and activities. N/A

Dunsmuir High monitors success via report cards, weekly grade checks, intermittent assessment testing and official state testing results. Interim progress and performance milestones include numbers of students on the F and D lists, as well as on the honor roll, Numbers of students who are making progress throughout the school year with respect to grasping math concepts and English proficiency, and percentages of students who are deemed at or near proficiency by state standards.

Data is high quality when student engagement is high, but is inherently flawed when students do not care about their scores. frequency is sufficient, in that changes in professional development are timed sporadically, and impact cannot be seen instantly. More frequent testing would not produce more frequent professional development, due to time constraints.

Teachers have expressed high satisfaction with most of the trainings they are registered for. Knowledge about these trainings is shared in detail via teacher work days and board of trustee meetings, and in general via community forum events.

Over the past several years, stakeholders have expressed their confidence that DHS is moving in the right direction and utilizing the appropriate tools at its disposal, including professional development activities.

APPROVED BY CDE

Title II, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.



LCAP Federal Addendum System

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Response from Dunsmuir Joint Union High:

Dunsmuir Joint Union high School district receives only the minimum amount available for Title IV, Part a, which is \$10,000.00. These funds are spent on one program as stipulated in the LCAP. Please see the information in the LCAP re the goals, program objectives and activities, and the metrics for assessment of success and achievement.

(A) The LEA enjoys partnerships with many organizations to accomplish its goals. The College of the Siskiyous offers opportunities for dual enrollment and FAFSA education. Upward Bound works with our students individually and in groups to ensure they are on track for graduation. They also augment our ability to take students to college tours and related educational field trips. Southern Oregon University works with our students on Drama related activities, and honors our state policy for a free first year of education. The Dunsmuir resource Center partners with our parents to provide skills that enable educational engagement, as well as basic support systems.

(B) Well-rounded education under Section 4107 will be fostered by funding foreign language courses (Spanish I And Spanish II) which are outside of the Base Services funded by LCFF. In this way, students aspiring to a four year college degree, or to work in a field that requires communication with Spanish speaking peoples, can acquire basic skills required. How the LEA developed its application in consultation with individuals and entities described in Section 4106(c)(1) Teachers, - The Dunsmuir Joint Union High School District consults with teachers via site council, which meets at least four times a year. It also meets at teacher work days with administration present on a monthly basis where they discuss strategies and results and suggest courses of action for specific departments as well as school-wide projects and activities. Principals and other school leaders, - are also involved in site council meetings, LCAP team, and teacher work days. In addition, each teacher and staff member has an opportunity to go before the board of directors to describe their courses and activities, and to make recommendations for change. Paraprofessionals (including organizations representing such individuals), N/A Specialized instructional support personnel, The resource teacher and counselor are involved in teacher work days, and they also have the opportunity to brief staff regarding individual students that need support in specific ways. Charter school leaders (in an LEA that has charter schools), N/A Parents, Parents are included in Site Council and LCAP team, back to school night, community forum, spring showcase, and board of trustee meetings. Attendance at Board of Trustee meetings has been improved through student of the month presentations, and with Associated Student Body representation on the board. Community partners, and Community Forum and Spring Showcase are community events where the needs of the school and the goals for use of state and federal funds are discussed, including discussion about the effectiveness of past and current uses of Title II, Part A funds, as well as explanations about the sources proposed and the research behind their success and why they are anticipated to be a good fit for Dunsmuir High. Electronic surveys are available to staff, students, parents and community members on an annual basis. Organizations or partners with relevant and demonstrated expertise in programs and activities. N/A The needs assessment of the LEA as required by Section 4106(d) Needs Assessment is performed via Annual survey of parents, Staff, Students and Community Members in the moth surrounding our Community Forum. Site Council also reviews the effectiveness of our programs and considers changes or amendments to those programs which are, in turn, considered by the Board of directors at individual Board meetings or as part of the LCAP/SPSA document.

APPROVED BY CDE

Title IV, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Arlene Dinges

**Contact Phone
and Optional Extension**

530-235-4835

Optional Extension

Contact Email

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Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | 916-323-5233