

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

LEA Name

Dunsmuir Joint Union High School District

CDS Code:

47-70250-4732707

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.

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.

This document is revised from 2020 to reflect current practices in the 20-21 school year. 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.

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.

Federal funding will allow us to keep funding classes and events that are not part of our base offerings, such as Consumer Math, Spanish, Academic Resilience, and production of a school play. It will help us obtain and constantly update technology and materials in keeping with current standards, and to provide social-emotional support to our students. 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.

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.

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.

n/a - the entire district attends one high school. Enrollment is approximately 55 students.

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Disparity has not been a problem in this district, as each class is taught by only one teacher who is correctly assigned, and students all have an equal chance of being placed in A-G classes, CTE classes and other classes of their choice. If at any time in the future we have more than one teacher to choose from, the Board of Directors and the Administration are prepared to ensure that teachers meet the proper credentialing process. Moving forward, we have designed a distance learning plan that ensures distance learning students will receive equally rigorous class assignments, equal access to technology, and the support necessary to achieve the highest standards for each class.

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).

The District has subscribed to digital information packets that are designed to help parents support their child's education. Information is also dispensed in print form. Each parent is asked what method they prefer - phone, email, text message, mail, Facebook, website, etc. The school provides the information per the parent's choices. Parents are elected to Site Council by their peers, and participate in the preparation of Consolidated applications, LCAP, Learning Continuity and Attendance Plan, SCI plans, all federal planning, and dovetails as advisors for CAC, DAC, English LA and other advisory boards when needed. They are surveyed at least once annually for specific input on how we are doing and where we should be making changes.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 on the parent portal on the school 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 on line and, when able, at school events. Material is also made available in the Library and at Teacher Work Days and staff meetings 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, Resources for Educators, and SI&A.

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, Zoom meetings: Back to School, Community Forum and Spring Showcase events (Virtual and in-person) 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 posts the syllabus for each class on the Back to School Night page of the website. 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. Parents are notified mid quarter and at other times when D's or F's are expected on report cards. Distance Learning students are contacted daily by their teachers and weekly by the Superintendent/Principal. Any distance learners who are not passing classes are urged to return to campus instead. Teachers reach out to parents on an individual, as needed basis. Additionally, teachers will meet with any parent upon request. This year, with Distance learning an integral part of our District Operations, all information will be digital as well as print, and meetings will be Zoom and, when the ability allows, in person.

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 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 through support of school athletics and clubs, to the extent feasible. For example previous Community Forums 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)). A subscription with "Resources for Educators" also assists our communications with parents about how to be engaged in their child's education via their monthly newsletter and daily tips of the day.

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)). The District solicits information about the language spoken in the home through a form in the enrollment packet. The Dunsmuir Joint Union High School District mails home to all parents information about upcoming meetings and special events. Site Council agendas and minutes are posted on the website, throughout the school including the office, and at three locations throughout town. These events are also published in the daily bulletin. Additionally, the automated phone system sends out telephone messages to remind parents and families of upcoming events. Special events are also

advertised in the local newspaper. Translators and production of literature in an alternate language are available upon request via TransAct, and the website is programed to allow a user to select another language immediately upon bringing up the site.

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14). The Dunsmuir Joint Union High School District provides meals or refreshment and childcare for special events when they are able to hold them in person. Foods are provided by our culinary arts students and associated student body representatives. All parents have been informed that assistance with technology is available from us to enable their participation in Zoom meetings and to obtain web-based information and surveys. IWe also mail out the annual survey and other documents to every parent. Suggestions and comments are always collected at our events, and discussed at subsequent site council meetings where adaptation to programs and plans is recommended. This year, events are digital as well as, when conditions allow, in person.

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)). Information is available in print and also is disseminated via audible alerts for events at the school. All events are handicapped accessible. All materials are available in a language other than English upon request. There are typically very few, if any students who are from homes that do not speak English. To date this year, there are none (4/7/21).

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.

n/a

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Strategies to identify low-achieving children and those at risk of not meeting the State student academic achievement standards, include use of Unified Classroom assessments, Weekly Grade Checks, state and local assessments via testing, report cards, and also through meetings with the teachers and administrators. Strategies to support all students and particularly those identified above include additional counseling, behavioral therapy, 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, support via Upward Bound, attendance at college and career fairs (when allowed), tours to regional colleges (when available), consultation about college scholarships and finance, information from SI&A, 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 rely 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 and/or Shasta College, 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.

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:

LEAs must reserve Title I, Part A funds to provide comparable services to homeless children to ensure that homeless children receive a high-quality education and meet the challenging State academic standards (ESSA sections 1112[b] and 1113[c][3][C]).

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 attendance, supplies and sport shoes if necessary to enable the student to succeed with schoolwork and participate in PE, sports or clubs, providing educationally related support services to ensure success for children in shelters and other locations where children may live (ESSA Section 1113[c][3][A][i]). Such services include, in part, transportation, sport related clothing, and school supplies.

Federal and State Law mandate that all school districts identify homeless students annually. The Dunsmuir Joint Union High School District uses three sources to identify eligible homeless students and provide support services. One source is the County Liaison, who is in contact with the DHS Homeless Liaison and the DHS Consolidated Applications Coordinator several times a year and whenever a new homeless student is enrolled. Another source is the school behavioral therapist who, in the course of speaking privately with a student, may learn of their situation. The other source is the Income Data form which also shows where and with whom the student resides. During the 2019-20 school year, the Dunsmuir Joint Union High School District identified 1 student experiencing homelessness but 2 students as unassigned youth (they were given housing at the home of a friend, but had no direct parental support). Shoes and backpack as well as toiletries were supplied by the County Liaison. Additional school supplies and meals were provided by the school.

McKinney-Vento Homeless Assistance Act. Pursuant to the McKinney-Vento Homeless Assistance Act (42 USC. Sec. 11301 et seq.). The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015. This law entitles all homeless school-aged children equal access to the same free, appropriate public education that is provided to non-homeless students. Accordingly, schools and centers are required to identify homeless students, inform them of their rights, remove barriers to enrollment, attendance or academic success, and are not to stigmatize homeless students.

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 who obtains training and dispenses it to the enrollment clerk and to other key staff as needed.

Per federal law, all schools are responsible for the annual identification of homeless students. Therefore, the designated liaison shall ensure that the school site annually identifies all homeless students and accurately inputs student information and indicates the nighttime residence in CALPADs for accounting purposes. Additionally, each school site is required to provide public notice of the educational rights and protections of students experiencing homelessness. In addition, designated LEA homeless liaisons will support the identified specialized student population and work with school site staff to ensure compliance with district policy and federal mandates regarding:

1. Immediate Enrollment;
2. Appropriate educational placement (e.g., school of origin);
3. Proper withdrawal from school, which includes timely awarding and transfer of credits (full or partial), records and grades;
4. Identification of all students experiencing homelessness;
5. Awareness and training for school site staff on support to be provided to students and parents in transition;
6. Consultation and collaboration with Counselors in the Homeless Education Program; and
7. Transportation assistance to school of origin, even if the student becomes permanently housed during the school year.

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 rights) and equal access to educational and meal programs, as well as tutoring and other support services;

- Conduct professional development trainings through Keenan for school personnel regarding the educational rights and supports afforded to homeless students;
- 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.

Student Transitions

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

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

n/a

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

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

DHS traditionally includes the two feeder schools in events throughout the year, when pandemic barriers are eliminated, such as 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. This will be re-imagined to fit COVID-19 requirements, but some things will remain in place. Parents are included in an evening event.

College and career fairs are a way of transitioning our students to post-secondary environments. Tours to college campuses support this as well as local events when available. DHS employs a counselor to assist with career choices, scholarship and college application opportunities. We also have on site, part time, the Gear Up/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, Shasta College supplies our Spanish instruction, 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.

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:

Title I funds are used to provide a basic math class and drama class. Title I funds are also used to assist in funding the staff person who is instrumental in reviewing household income forms, working with Direct Certification and the Community Eligibility Program for NSLP, and organizing site council which performs annual needs assessment and works to review and disseminate information to parents about health, learning strategies, parental involvement and other state and federal education goals and objectives via the LCAP.

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:

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 SSC, CASBO, CSBA, and others. New teachers are provided the means to go through BTSA. Many sources of information lead to decisions on what professional development is needed and who should participate. The Administration observes and speaks with each teacher or staff member individually, and recommends professional development as needed to strengthen abilities to impart knowledge to the classroom on several levels to insure differentiated learning, kinetic learning, updated subject matter and new curriculum. Teachers themselves may request professional development for new areas of interest that may lead to new or enhanced classes. The administration looks at the overall needs to keep all staff abreast of regulations and innovation in education and assigns professional development for all or some of the staff accordingly. This year the LEA is yet again providing additional professional development for distance learning and with augmented computer applications and other devices. Professional development for technology is also key to keeping the district on the front lines of communication with eachother, with parents and with community. Classes or training are assigned as necessary. The District currently has an individual plan for each staff member, and maintains records of achievement. It is also currently reviewing overall District strategies for professional development to ensure there are no holes in the fabric of education.

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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Dunsmuir Joint Union High School District operates as a single school district. we currently have no Community Day School students, and the Adult School is operated separately with separate funding. We apply funding school-wide. There is equal opportunity for all students to receive the benefit of Title II, Part A funds.

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:

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 assigns 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. CAASPP's assessment abilities and Khan Academy 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" list, 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. This year, Title II funding has been joined with REAP funding.

TITLE IV, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Dunsmuir Joint Union high School district receives only the minimum amount available for Title IV, Part a, which is \$10,000.00.

(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. The music class will also be funded via REAP, allowing students to gain confidence and proficiency in a musical instrument.

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. They were mailed out to each parent, and a flier was handed out to community members through three local businesses.

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 month 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/SSP document. This year, Title IV funds are joined with REAP funds, earmarked for Spanish and Music.