

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

School Year

Date of Board Approval

LEA Name

Dunsmuir Jt. Un. HSD

CDS Code:

47-70250-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

This document is revised from 2022 to reflect current practices and anticipated practices for the 20223-24 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 assist in providing 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 other electives, 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.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

n/a - the entire district attends one high school. Enrollment is approximately 67 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) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 as long as they stay current on their credits. When in need of academic resilience, such classes are available to all students in need. 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 purchased Edgenuity, a program that will ensure A-G rigor, allow students additional access to A-G courses, college courses, additional world languages, and the ability to make up credits in summer school and in Academic resilience classes, or through independent study.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

	<ul style="list-style-type: none"> • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
--	---

Parent and Family Engagement

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

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

The District will produce its own newsletters, through the Desktop Publishing Class, designed to help parents support their child's education by giving them instruction on how to access the school website, PowerSchool and its components, deadlines for permission slips, upcoming events and special projects, and more. These will be mailed to each parent/guardian as well as posted electronically on our website. Each parent is asked what method they prefer for receiving last minute notices - 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, SPSA, all federal planning, and dovetails as advisors for CAC, DAC, English LA and other advisory boards when needed. Parents are surveyed at least once annually for specific input on how we are doing and where we should be making changes.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and

conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 supplied in the attendance office, and made available at Title I and Site Council meetings and 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, and Channing Bete.

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 ATSI plan in the SPSA and 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.

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 maintains two copies of the syllabus collection for access by parents in the library and in the conference room. It includes information about how the class meets the state standards, and also how the student will be assessed within the class. Information 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. Teachers reach out to parents on an individual, as needed basis. Additionally, teachers will meet with any parent upon request. Voluntary Parent-teacher conferences will be scheduled three times a year.

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 for signatures at the beginning of the year, and collected by staff upon enrollment. This compact is reviewed annually by Site Council and updated as needed by the Board of Directors.

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 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)).

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 as well as other events are posted on the website, throughout the school including the office, and at 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 to the school, and the website is programmed to allow a user to select another language immediately upon bringing up the site. Any parent or guardian may request assistance with language translation at our front office. There is a notice to that effect on the bulleting board.

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 to obtain web-based information and surveys. We 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.

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 is one in 2022-23.

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, Power School Insights, 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 from Upward Bound, attendance at college and career fairs, tours to regional colleges, consultation about college scholarships and finance, Job Shadowing programs, 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 and concurrent enrollment agreements with College of the Siskiyous, 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. In Addition, DHS provides a special education teacher to work with students that have IEP's and 504 plans, and who reaches out to all students who are struggling.

Title I dollars are utilized school-wide, as 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, homeless questionnaires, home language survey, direct certification of services that qualify for free and reduced counts, liaison information re foster kids and homeless kids, 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 10 % of its Title I funds to provide needed services to homeless children and youths, including enrollment support, transportation, emotional support geared toward attendance, supplies, clothing 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, access to laundry facilities and supplies on campus, and professional services such as doctors or dentists, if necessary.

Federal and State Law mandate that all school districts identify homeless students annually. The Dunsmuir Joint Union High School District uses four 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. Another source is the Income Data form which also shows where and with whom the student resides. The fourth source is a survey given to all students as to their own perceptions of whether or not they have a stable home/living situation, and what support they might need. Those students requesting help received it in the form of backpacks, school supplies and clothing as requested, and more when needed - see paragraph 1 above. Additionally, DHS has posted fliers about the rights of homeless to enroll in school. These fliers are posted at City Hall, the Post Office, the Dunsmuir market, and the Dunsmuir Resource Center.

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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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, such as school plays, musical events, college and career fairs, sporting/games events 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. Parents are included in an evening event. This past year special events were planned where sports and games were played together.

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 staff to assist with career choices, scholarship and college application opportunities. We also have on site, part time, the Gear Up/College Options program. Additionally, our students have the option to take college level courses online or at the College of the Siskiyous, Our World Language instruction is on line via Edgenuity. Additionally, 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 will be used to provide a basic math class and music 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 Title I meetings, site council which performs annual needs assessment and works to review and disseminate information to parents. Title I funds are also set aside to fund supplies, transportation and other services for homeless students.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The District 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, including a group discussion at a teacher work day in preparation for LCAP, individual requests from staff members, and administration oversight. 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 augmented computer applications and other devices. Professional development for technology is a 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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Dunsmuir Joint Union High School District is not technically a single school district, but operates as one since we currently have no Community Day School students, and the Adult School is operated separately with separate funding. We apply funding to Dunsmuir High 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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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 and aspects of PowerSchool 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 behavior therapist 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 Title I meetings, 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 and can also be accessed on paper at the front office.

Organizations or partners with relevant and demonstrated expertise in programs and activities. These are mentioned above: SCOE, SSC, CASBO, Keenan

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.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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

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

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 contributing this funding to REAP (SRSA funding to fund an Academic Resilience class to ensure students can pass the courses they are assigned to and continue enrolling in more A-G, CTE or elective classes as they desire.

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 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 ESEA, 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.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement]
Grades, consultation with academic advisor.

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

[Enter a description of which activities will be included within the support for a well-rounded education]
Academic Resilience Classes in order to allow students access to other classes the following semester

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

[Enter a description of how the program activities will be evaluated to determine future program planning]
of students on track for graduation before the semester starts, and after the semester ends.

Safe and Healthy Students (ESSA Section 4108)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement]
Students at risk of failing - PowerSchool Insights

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

[Enter a description of the activities to be included within the support for safety and health of students]
Intervention with counseling, access to resilience classes, and medical and mental health counseling

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

[Enter a description of how the activities will be evaluated to determine future program planning]
of students on track for graduation before the semester starts, and after the semester ends.

Effective Use of Technology (ESSA Section 4109)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement]
PowerSchool Insights

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

[Enter a description of which activities will be included within the support of effective use of technology]
Intervention of counselors due to identification of at risk youth

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

[Enter a description of how the activities will be evaluated to determine future program planning]
of students on track for graduation before the semester starts, and after the semester ends.

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

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]
Jan 26, 2022

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

California Department of Education
February 2022