

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

School Year

2024-25

Date of Board Approval

6/20/2024

LEA Name

Shasta Union High School District

CDS Code:

45701360000000

Link to the LCAP:

(optional)

<https://www.suhsd.net/documents/Departments/Superintendents%20Office/LCAP/2023-24-LCAP-6.14.23.pdf>

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 III, PART A

Language Instruction for English Learners
and Immigrant Students

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.

The Shasta Union High School District (SUHSD) strategically uses federal funds to supplement and enhance local priorities funded by state funds, as outlined in its Local Control and Accountability Plan (LCAP). The primary goals in SUHSD's LCAP include ensuring all graduates complete the required courses for postsecondary options, mitigating learning loss, and improving student engagement, support, school climate, safety, and environment.

The district's first goal is to ensure All graduates will complete the required courses to allow access to all postsecondary options (college and career), which includes increasing the A-G completion rate, enhancing college readiness in English and Math, and expanding Career and Technical Education (CTE) courses. The second goal focuses on implementing measures to address learning loss, maximize credit recovery, and ensure competency in reading and math through structured support in reading and math, credit recovery programs, and summer school. The third goal aims to improve student engagement, support, school climate, safety, and the environment by providing attendance incentives, restorative justice programs, mental health counseling, and initiatives like the Student Success Academy.

SUHSD uses Title I funds and other federal resources to support these priorities, focusing on areas such as educational support for Title I students, the Student Success Academy, and resources for homeless students. Federal funds are utilized to provide additional support in English Language Arts (ELA) and Math through Success Labs and Educational Labs, increase counseling and technology resources, and add classroom aide support. The Student Success Academy connects parents and students with school resources, improving parental involvement and student engagement, while resources for homeless students ensure they have access to necessary services.

The rationale for utilizing federal funds within the LCAP strategies is to ensure that all students achieve the established goals. By integrating federal funds with state-funded initiatives, SUHSD creates a comprehensive support system for all students, especially those in vulnerable subgroups. Evidence of success includes the A-G completion rate, which has remained above the 2019-20 level of 39%, fluctuating between 44% and 39.5% over the last three years. Parent involvement has been maintained through initiatives like the Student Success Academy and the LCAP process. Key metrics show that CAASPP scores have been maintained or improved above the state average, with a decrease in the percentage of students receiving D or F grades.

The most up-to-date data from SUHSD's infographic shows that the district has 4211 students, with significant subgroups including 2412 low-income students, 96 English learners, and 33 foster youth. Over 4900 Chromebooks and 600 PCs are available to ensure technology access for all students and staff. The district maintains a student-to-staff ratio of 22:1, with a comprehensive team of teachers, counselors, and support staff to cater to student needs.

SUHSD's strategic use of federal funds to supplement local priorities ensures comprehensive educational support, addressing both academic and socio-emotional needs. This integrated approach aligns with the district's broader goals of enhancing postsecondary readiness, mitigating learning loss, and improving overall student engagement and school climate.

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.

As an LEA, we work with our School Site Councils, survey our families and students to respond to the identified needs, and hold districtwide meetings with all constituent groups to ensure that federal, state, and local funds are being utilized effectively to serve students. To align the use of federal funds with activities funded by state and local funds and across different federal grant programs, we have implemented several strategic efforts.

We have established an LCAP budget review committee to ensure the alignment and integration of funds from various sources. This committee consists of the Superintendent and representatives from the curriculum, categorical, and business departments. The committee's primary responsibility is to review and align the budget with our Local Control and Accountability Plan (LCAP) goals, ensuring that all financial resources are used to support our strategic priorities and student needs.

Furthermore, we actively engage our School Site Councils in the planning and review process. These councils include teachers, parents, students, and community members who provide valuable insights into our schools' needs. We also conduct surveys with families and students to gather feedback and better understand their needs. This feedback is crucial for informed decision-making and helps to prioritize funding allocations effectively.

We also hold districtwide meetings with all constituent groups, including parents, students, staff, administration, and community members. These meetings provide a platform for transparent communication and collaborative planning. They ensure that everyone is informed about how funds are being utilized and can provide input on funding decisions.

By coordinating the efforts of various stakeholders and maintaining open communication channels, we ensure that federal, state, and local funds are aligned and effectively utilized to meet our students' educational needs. This integrated approach helps us maximize the impact of available resources, address identified needs, and achieve our educational goals.

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.

The Shasta Union High School District utilizes free and reduced lunch counts from our feeder districts that populate our high school sites.

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 CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Shasta Union High School District (SUHSD) reports teacher misassignments to the Governing Board regarding the Williams Act and in the School Accountability Report Cards. Currently, we have no disparities. As a district, 85.2 percent of our teachers are fully credentialed in their subject area. A small percentage of fully credentialed teachers teach in out-of-field assignments. These teachers are teaching under a General Education Limited Assignment Permit (GELAP). They are spread among a variety of subjects and grade levels and do not impact on low-income and minority students being taught at a higher rate than other students by ineffective, inexperienced, or out-of-field teachers. All our Title I-funded labs are taught by experienced teachers who are fully credentialed. The following are the new definitions as defined by the California Department of Education:

Ineffective Teachers:

This is defined as any of the following:

1. An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license or
2. 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)
3. An individual who holds no credential, permit, or authorization to teach in California.

Under this definition, teachers with limited emergency permits would be considered ineffective: Provisional Internship Permits, Short Term Staff Permits, Variable Term Waivers, and Substitute Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

SUHSD actively recruits highly qualified teachers, and the Human Resources Department screens applicants during the hiring process to ensure all new hires are highly qualified.

Inexperienced Teachers:

Our Principals' work is crucial for retaining new and inexperienced teachers in the SUHSD. To promote the retention of these teachers and develop their growth in the teaching profession, Principals:

1. Facilitate weekly collaboration meetings where new teachers receive opportunities to collaborate with experienced teachers in academics.
2. Ensure that curriculum and other materials are provided to inexperienced teachers to support their onboarding process into the district.
3. Individually meet with inexperienced teachers to provide a space and venue for open feedback on their teachers' new experiences and growth.

Additionally, District personnel at the Local District level work with Principals, Universities, and other support providers to coordinate the support and development of new and inexperienced teachers.

Out of Field Teachers:

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 would be considered out of field: (1) General Education Limited Assigned Permit (2) Special Education Limited Assignment Permit (3) Short Term Waivers (4) Emergency English Learner or Bilingual Authorization Permits (5) Local Assignment Options.

District staff provides Assignment Monitoring and ESSA Compliance information to the school sites to help educate them on alternative options available to assist with misassignments. 91) Education Code Options available at no cost (2) Committee on Assignments (3) University and District Internship options (in approved subjects). CTC issued documents, (1) Supplemental Authorization.

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: • 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. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	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: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers

	• Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

As a district, one school (Pioneer High School) has been placed in CSI. The school did not meet the academic performance standards on the state test (CAASPP) for math and English. The school was identified as a CSI school in the spring of 2023. We are in the process of completing a root cause analysis. All interested parties (students, parents, staff, and other community partners) will be engaged in developing a plan of action. Parent involvement and engagement will take place in the form of in-person meetings, surveys, and other means to get meaningful feedback, such as phone calls.

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:

The Shasta Union High School District (SUHSD) and its schools are utilizing the California School Dashboard to identify district and school strengths and areas for improvement. This tool helps us monitor progress and make data-driven decisions to enhance student outcomes.

SUHSD provides Title I parent information nights to engage and inform parents about school programs and resources. Our district reaches out to parents through the Student Success Academy, a series of two-night events where school staff partner with parents on academic, behavioral, and social issues. During these sessions, parental input is gathered through discussions and exit surveys to determine how funds reserved for parental involvement activities should be utilized. Additionally, Title I parents are included on our LCAP advisory board, ensuring their voices are integral to our planning process.

SUHSD has developed a comprehensive parent and family engagement policy, reflecting our commitment to involving families in their children's education. Each school within the district has also created a written family and parent engagement policy and a parent/school compact, fostering strong partnerships between parents and schools to support student success.

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.

The school creates a school plan at all sites that addresses ESSA school-wide requirements. The school plan is built with input from all community partner groups and presented to the School Site Council for input and approval. Once the School Site Councils approve, the plans are submitted to the School Board for final approval.

Among the programs that are offered as part of the school-wide plan at each site are the following:

- a) Math Labs
- b) English Labs
- c) Credit Recovery Labs
- d) Student Success Labs
- e) ELL Labs
- f) Anytime School
- g) Summer School
- h) Student Success Academy
- i) After-school tutoring
- j) Adding Chromebooks to reach our district goal of a 1 to 1 student ratio
- k) Adding translation services for our phone system to reach parents in their home language.
- l) Adding a drop-down language selection for our websites

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:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Shasta Union High School District coordinates with the county homeless program to establish priorities. The LEA provides a district homeless coordinator and a homeless coordinator at each school site to ensure proper procedures are followed for enrollment and attendance and other homeless regulations. They are also there to help homeless students be academically and socially successful. In addition, the LEA provides services including, but not limited to, transportation, tutoring, free and reduced meals, school supplies, and counseling.

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:

To facilitate the effective transition from middle school to high school, the Shasta Union High School District (SUHSD) provides comprehensive support, including one-on-one counseling for course registration, transition Individualized Education Programs (IEPs), Link Crew activities, curriculum nights for middle school students and parents, and classroom presentations to middle school students. At the high school level, SUHSD coordinates with higher education institutions, employers, and other local partners by having college counselors meet with students on the high school campus and hosting guest presenters from various colleges, technical schools, the armed forces, and local employers.

Each high school campus has a College Options Counselor from a community program to assist students. SUHSD participates in a county-wide consortium, Reach Higher, to facilitate, encourage, and promote the transition to post-secondary education. We partner with our local community college to provide students with free dual enrollment and concurrent enrollment opportunities. Counselors work with every student to develop a four-year plan, which is updated

annually. The ninth-grade social science curriculum includes a college/career component where all students take interest inventories and identify career interests. Additionally, Career Technicians in our Career Centers on each campus work with students to identify their interests and skills.

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:

Shasta Union High School District (SUHSD) offers comprehensive counseling services to encourage students to participate in the Honors/Advanced Placement (AP) programs available at all our comprehensive schools. Each campus is equipped with a library staffed by a full-time library technician who assists teachers and students in developing digital literacy skills and enhancing academic achievement.

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.

Shasta Union High School District (SUHSD) has established comprehensive professional growth and improvement systems for teachers, principals, and other school leaders to ensure continuous development and effectiveness in their roles. For teachers, the district provides Advanced Training and Education (ATE) for those new to the profession, focusing on classroom management, curriculum development, and instructional strategies. New teachers are paired with experienced mentors, and continuous learning opportunities are available through workshops, seminars, and online courses, all tailored based on data from student/parent surveys, CAASPP results, and local assessments. The system promotes professional growth by encouraging teachers to pursue advanced certifications and leadership roles, such as department chairs, district department chairs, and instructional coaches. Teachers receive support from the beginning of their careers through induction programs and mentorship, with ongoing opportunities for specialization and advancement throughout their careers. SUHSD evaluates its professional growth systems through regular feedback, student performance data analysis, and surveys, making necessary adjustments to meet evolving needs.

The district provides specialized leadership training for principals focused on school management, instructional leadership, and community engagement. New principals are paired with experienced mentors and have access to continuous learning through workshops, conferences, and advanced leadership courses. The system encourages principals to engage in continuous learning and professional development, offering opportunities for advanced leadership roles within the district. Support is provided from the beginning of their careers through mentorship and induction programs, with mid-career principals accessing specialized training and veteran principals participating in district-wide strategic planning. The effectiveness of the professional growth system for principals is evaluated through performance reviews, staff and community feedback, and student achievement data, with regular adjustments made to incorporate new leadership practices.

Other school leaders, such as assistant principals and department heads, receive specialized training and continuous opportunities for growth through workshops, seminars, and leadership training programs. They are encouraged to pursue advanced degrees and certifications, with leadership development programs preparing them for higher-level administrative roles. Support is provided throughout their careers, with opportunities for advancement, specialized training for mid-career leaders, and advanced leadership roles for veteran leaders. The system for other school leaders is evaluated through feedback, performance reviews, and student and school performance data analysis, with adjustments made to ensure continuous improvement and relevance of the professional growth programs.

SUHSD evaluates its professional growth and improvement systems through regular reviews and feedback mechanisms, including data from student and parent surveys, CAASPP results, and local assessments. Feedback from teachers, principals, and other school leaders is gathered to assess the effectiveness of the programs. Based on this evaluation, SUHSD makes necessary adjustments to ensure that the professional growth systems continue to meet the needs of educators and contribute to the overall improvement of student outcomes.

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:

Shasta Union High School District (SUHSD) prioritizes funding to schools implementing comprehensive support and improvement (CSI) activities, particularly those with the highest percentage of children counted under Section 1124(c). The process for determining Title II, Part A funding among the schools involves a detailed analysis of each school's needs and performance data. This includes an annual review of student achievement data, school performance indicators, and the specific requirements outlined in each school's improvement plans. SUHSD uses a data-driven approach that considers multiple factors, including the number of low-income students, English learners, and those requiring additional academic support. Schools identified for CSI receive additional weight to ensure they receive the necessary resources. Currently, Pioneer Continuation High School is the only school in CSI within the district. Staff at this high-need school participate in all district-wide professional development days and activities and are prioritized for external professional development opportunities. This ensures that they have access to the latest instructional strategies and best practices. By focusing on the unique needs of CSI schools and those with the highest percentage of disadvantaged students, SUHSD ensures that Title II, Part A funds are used effectively to support school improvement efforts and promote educational equity across the district. This strategic allocation of resources helps build the capacity of educators at high-need schools, fostering an environment where all students can achieve their full potential.

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.

Shasta Union High School District (SUHSD) employs a robust system of data utilization and ongoing consultation to continually update and improve activities supported under Title II, Part A. The district coordinates its Title II, Part A activities with other related strategies, programs, and activities by integrating them into the broader framework of the district's educational goals, including alignment with the Local Control and Accountability Plan (LCAP) and other state and federal initiatives aimed at enhancing teacher quality, student achievement, and overall school performance. This coordination is achieved through regular meetings and collaboration among district leaders, school administrators, and program coordinators. SUHSD uses various data sources, including feedback from staff, student, and parent surveys, CAASPP results, and local assessments such as benchmark exams. This data is analyzed regularly to identify areas for improvement and to inform professional development needs. Monthly staff meetings are held to discuss this data and seek input on how to better serve students.

The district ensures ongoing consultation with various educational partners, including teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, community partners, and organizations with relevant expertise. Input is gathered through School Site Council meetings, Student Success Academy parent evaluations, and District Department Chair meetings where representatives from all schools provide feedback and suggestions. The primary sources of data monitored by SUHSD include feedback from surveys, CAASPP results, local assessments, and stakeholder meetings. This data is analyzed on a monthly basis during staff meetings and other review sessions, with annual reviews conducted to align with the LCAP update cycle.

Meaningful consultation with educational partners is a cornerstone of SUHSD's approach. Teachers provide input through surveys, staff meetings, and professional development sessions. Principals and school leaders share their insights during leadership meetings and direct consultations with the district administration. Paraprofessionals, specialized instructional support personnel, and charter school leaders, where applicable, contribute through surveys and meetings with representative organizations. Parental input is sought through surveys, School Site Council meetings, and Student Success Academy evaluations. Community partners and organizations with relevant expertise offer their perspectives through collaborative meetings and advisory roles. SUHSD consults with these educational partners regularly, including monthly staff meetings, quarterly School Site Council meetings, and annual reviews, as well as ongoing surveys and special events like the Student Success Academy. By leveraging data and engaging in continuous consultation, SUHSD ensures that Title II, Part A-funded activities are responsive to community needs and aligned with the district's educational goals, fostering a culture of continuous improvement and professional growth.

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:

Shasta Union High School District (SUHSD) is dedicated to delivering effective professional development tailored to classroom teachers, principals, school leaders, administrators, and community-based organizational personnel, with a specific focus on enhancing the education and support of English learners (ELs). These professional development activities are meticulously designed to address the unique needs of ELs, ensuring that the instruction and assessment methods are both innovative and effective.

Professional development activities at SUHSD are structured to significantly improve the instruction and assessment capabilities of educators working with ELs. This includes comprehensive training on new teaching strategies, understanding and utilizing EL-specific assessment tools, and applying best practices tailored to the needs of ELs. The district emphasizes, differentiated instruction, and the use of technology to facilitate language acquisition. These sessions are integral in equipping educators with the necessary tools and knowledge to effectively support ELs in their academic journey.

To ensure that teachers, principals, and school leaders are well-versed in EL-specific educational strategies, SUHSD offers targeted training programs that enhance the understanding and implementation of curricula, assessment practices, and instructional strategies. Workshops and seminars focus on curriculum development for ELs, effective assessment practices, and instructional strategies that promote language proficiency and academic success. The district further supports these efforts by employing instructional coaches and Professional Learning Community (PLC) facilitators at each comprehensive site, providing ongoing training and support to educators.

The district's commitment to professional development is reflected in its efforts to increase the English language proficiency of students and the subject matter knowledge and teaching skills of educators. SUHSD has set clear, measurable goals to maintain above-average ELPAC (English Language Proficiency Assessments for California) scores and improve reclassification rates for ELs. Continuous professional learning opportunities are designed to support these goals, focusing on innovative teaching methods and the integration of language development across the curriculum. This approach ensures that educators are well-prepared to meet the diverse needs of their students.

Moreover, SUHSD ensures that its professional development activities are of sufficient intensity and duration to have a positive and lasting impact on teaching performance. Rather than relying on short-term workshops, the district provides comprehensive programs that include follow-up sessions, coaching, and collaborative planning periods. Substantial funding is allocated to ongoing professional development, reflecting the district's commitment to continuous improvement and sustained support for educators throughout the school year.

Importantly, the professional development initiatives for ELs in SUHSD are supplemental to other funding sources. The district utilizes supplemental and concentration grant funding under the Local Control Funding Formula (LCFF) to support these activities. For the 2024/25 fiscal year, significant resources from supplemental funding have been allocated to cover the costs associated with professional development. This ensures that these programs do not replace existing funding but rather enhance the overall educational support provided to ELs.

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:

Shasta Union High School District (SUHSD) is committed to providing enhanced instructional opportunities for immigrant children and youth. These activities, which supplement all other funding sources, are designed to address the unique educational needs of immigrant students and ensure they have access to high-quality instruction and support services.

English Language Development (ELD) Programs: SUHSD offers specialized ELD programs tailored to the needs of immigrant students. These programs focus on improving English language proficiency through targeted instruction and support. Certified ELD teachers provide intensive language training, ensuring students gain the necessary skills to succeed academically and socially. The district has allocated \$140,000 for ELD courses and monitoring periods for EL students and \$60,000 to assign certificated staff members specifically to support EL students where needed.

Culturally Responsive Teaching and Curriculum Development: To enhance the instructional opportunities for immigrant children and youth, SUHSD integrates culturally responsive teaching practices into the curriculum. Professional development for teachers includes training on cultural competence and strategies to create inclusive classroom environments. This approach ensures that instructional materials and teaching methods reflect the diverse backgrounds of immigrant students, making learning more relevant and engaging for them.

Supplemental Academic Support: Immigrant students at SUHSD benefit from additional academic support services. The district offers after-school programs, peer tutoring, and success labs during school hours to help students keep up with their coursework and improve their academic performance. Funding includes \$30,000 for after-school or academic Saturday school for grade or credit recovery and \$25,000 for before or after-school peer tutoring facilitated by a staff member. These programs are specifically designed to address immigrant students' challenges, providing them with the extra help they need to succeed.

Technology Integration: SUHSD has significantly invested in technology to enhance instructional opportunities for all students, including immigrants. The district ensures that every student has access to a laptop, providing them with the tools needed for digital learning. This initiative supports immigrant students by giving them access to online resources, educational software, and digital platforms that facilitate language learning and academic progress. The district has allocated \$300,000 to ensure laptops are available for all students.

Parent and Community Engagement: Recognizing the importance of family and community support in the educational success of immigrant students, SUHSD actively engages parents and community members. The district conducts regular meetings and workshops to inform parents about the educational programs and resources available to their children. This engagement helps build a supportive network around immigrant students, fostering a collaborative environment that encourages academic and social success. The district's Local Control and Accountability Plan (LCAP) includes significant efforts to involve educational partners, including parents, in the planning and implementation of programs.

Professional Development for Educators: To ensure that teachers are well-equipped to meet the needs of immigrant students, SUHSD provides extensive professional development opportunities. These include workshops and training sessions on differentiated instruction, cultural competence, and effective teaching strategies for ELs. By continuously improving the skills and knowledge of educators, the district ensures that immigrant students receive high-quality, tailored instruction that meets their unique needs. The district has allocated \$170,000 for professional development on instruction, including grading for equity, differentiated instruction, and PLC facilitation.

Supplemental Funding and Resources: The enhanced instructional opportunities for immigrant children and youth at SUHSD are supported by supplemental funding sources. The district leverages supplemental and concentration grants under the Local Control Funding Formula (LCFF) to provide additional resources and support services for immigrant students. For the 2024/25 fiscal year, significant funds have been allocated to initiatives that directly benefit ELs and immigrant students, ensuring these programs are comprehensive and effective without supplanting existing funding. For instance, \$470,000 is allocated to provide a standards-aligned curriculum and \$175,000 for counselors to complete four-year graduation plans, including career and technical education (CTE) plans for all students.

Shasta Union High School District implements a multifaceted approach to provide enhanced instructional opportunities for immigrant children and youth. Through specialized ELD programs, culturally responsive teaching, supplemental academic support, technology integration, parent and community engagement, professional development for educators, and strategic use of supplemental funding, the district ensures that immigrant students receive the necessary support to thrive academically and socially.

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:

Shasta Union High School District (SUHSD) is dedicated to developing, implementing, and administering effective programs to help English learners (ELs) increase their English language proficiency and meet the challenging State academic standards. These initiatives are carefully designed to support ELs' unique needs, ensuring they receive high-quality, targeted instruction and resources.

English Language Development (ELD) Programs: SUHSD offers robust English Language Development programs aimed at improving the English language proficiency of ELs. These programs are integrated into the core curriculum and provide targeted instruction tailored to the linguistic needs of EL students. The ELD programs include both designated and integrated ELD instruction. Designated ELD is a protected time during the regular school day where ELs receive instruction in English language skills appropriate to their proficiency level, while integrated ELD involves incorporating language development strategies into all content areas throughout the school day. The district allocates significant resources to support these programs, including \$140,000 for ELD courses and monitoring periods for EL students.

Professional Development for Educators: To ensure the effectiveness of language instruction programs, SUHSD provides comprehensive professional development for teachers and staff. This includes training on differentiated instruction, culturally responsive teaching practices, and effective strategies for teaching ELs. The district has dedicated \$170,000 for professional development focused on improving instructional practices, grading for equity, and PLC facilitation, ensuring that educators are well-prepared to support EL students.

Title III Activities

The programs and activities under Title III at SUHSD are specifically designed to address the needs of ELs, aligning with Title III's goals to help ELs achieve English proficiency and meet state academic standards. These activities include supplemental instructional support, teacher professional development, and family engagement initiatives.

Enhancing the Core Program: Title III activities at SUHSD are designed to enhance the core educational programs offered to all students. This includes integrating language development strategies across all subject areas and ensuring that ELs receive comprehensive support to succeed academically. The district provides additional resources such as

instructional coaches, PLC facilitators, and dedicated EL staff members to support the integration of language development into the core curriculum. This holistic approach ensures ELs can access the same rigorous academic content as their peers while receiving the necessary language support.

Supplemental to All Other Funding Sources: The programs and activities funded by Title III are supplemental to other funding sources available to the district. SUHSD leverages supplemental grants under the Local Control Funding Formula (LCFF) to support ELs. For the 2024/25 fiscal year, the district has allocated funds for various initiatives that directly benefit ELs, such as \$470,000 for standards-aligned curriculum, \$60,000 to assign certificated staff to support EL students, and \$175,000 for counselors to complete four-year graduation plans that include career and technical education (CTE) opportunities.

Enhanced Instructional Opportunities: In addition to the core and supplemental programs, SUHSD offers enhanced instructional opportunities for ELs. This includes after-school programs, peer tutoring, success labs, and technology integration to support language learning and academic progress. The district has invested \$300,000 in providing laptops for all students, ensuring that ELs have access to digital learning tools and resources. Furthermore, the district offers structured academic support through credit recovery labs and success labs during school hours, helping ELs stay on track academically. In addition to this assistanvie technology such as translators are being utilized to support EL students.

Shasta Union High School District's Title III programs and activities are comprehensive and strategically designed to support the unique needs of English learners. By focusing on effective language instruction programs, enhancing the core educational offerings, and providing supplemental resources and support, the district ensures that ELs can achieve English proficiency and meet state academic standards. These efforts are supported by significant investments in professional development, technology, and family engagement, creating an inclusive and supportive learning environment for all EL students.

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:

Shasta Union High School District (SUHSD) is committed to effectively assisting English learners (ELs) in achieving English proficiency and meeting the challenging State academic standards. The district implements a comprehensive approach to monitoring and supporting ELs' progress, ensuring accountability, and providing supplemental resources to enhance their educational experience.

1. Accountability for Meeting English Acquisition Progress and Achievement Goals

Monitoring and Assessment: SUHSD uses the English Language Proficiency Assessments for California (ELPAC) to monitor and assess the English proficiency of EL students. The district ensures that all EL students are assessed annually, with progress tracked to ensure alignment with the State's goals. ELPAC results are analyzed to identify areas of strength and areas needing improvement, allowing the district to tailor interventions and support accordingly. The goal is to maintain above-average ELPAC scores and achieve a reclassification rate that aligns with the State's targets.

SUHSD utilizes data from multiple sources, including ELPAC scores, CAASPP (California Assessment of Student Performance and Progress) results, and local assessments. The district's dashboard provides a comprehensive overview of student performance, enabling site administrators to make informed decisions about instructional practices and interventions. Schools are expected to meet specific benchmarks for EL progress, and their performance is reviewed regularly to ensure they are on track.

Professional Learning Communities (PLCs): PLCs are crucial in supporting EL students at SUHSD. Teachers collaborate in PLCs to analyze student data, share effective instructional strategies, and plan targeted interventions for ELs. This collaborative approach ensures that all educators are involved in improving English proficiency and academic achievement for EL students. The district allocates funds for instructional coaches and PLC facilitators at each comprehensive site to support this work.

2. Supplemental Site Activities

SUHSD provides enhanced language instruction programs beyond the core curriculum to support EL students. These programs include designated ELD instruction during the school day, after-school tutoring, and summer school programs focused on language development. The district allocates \$140,000 for ELD courses and monitoring periods specifically designed to meet the needs of EL students.

In addition to language instruction, EL students receive targeted academic support to help them meet state academic standards. SUHSD offers success labs, credit recovery labs, and structured reading and math support tailored to the needs of EL students. Funding for these initiatives includes \$65,000 each for structured math and reading support for incoming 9th-grade students, ensuring they are prepared for high school-level coursework.

The district has invested significantly in technology to support EL students. Each student has a laptop, facilitating access to digital learning tools and resources that aid in language acquisition and academic progress. This initiative ensures EL students can engage with interactive and adaptive learning platforms catering to their needs.

Recognizing the importance of family and community involvement, SUHSD engages parents and community members in the educational process. The district holds regular meetings and workshops to inform parents about available resources and how they can support their children's learning at home. This engagement helps build a supportive network for EL students, enhancing their academic and social success.

Continuous professional development for teachers and staff is a key component of SUHSD's strategy to support EL students. The district provides training on effective instructional strategies for ELs, cultural competence, and using data to inform instruction. A dedicated budget ensures educators have the skills and knowledge necessary to support EL students in achieving English proficiency and academic success.

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:

Shasta Union High School District (SUHSD) engages in various activities and programming, leveraging partnerships and funds to enhance education, support student well-being, and integrate technology effectively. SUHSD partners with local higher education institutions like Shasta College to offer dual enrollment opportunities, allowing students to earn college credits while in high school. The district collaborates with local businesses and community-based organizations to provide Career and Technical Education (CTE) programs, enhancing real-world skills and career readiness. A specific example is the partnership with an outside counseling group, which provides additional support services to students, addressing both academic and emotional needs.

To support well-rounded education, SUHSD allocates Title IV, Part A funds to programs such as music, arts, and physical education, alongside extracurricular activities like robotics clubs and debate teams. The district covers Advanced Placement (AP) testing fees for Title I students, making AP courses more accessible and promoting academic excellence among economically disadvantaged students. For instance, the district's initiative has significantly increased AP participation rates among Title I students over the past year. This supports the LCAP Goal 1: "All graduates will successfully complete the required courses to allow access to all postsecondary options," with a specific action to increase the number of students completing AP courses. The metric for success is the AP exam pass rate and participation rate, which have shown improvement due to these initiatives.

SUHSD dedicates at least 20 percent of Title IV, Part A funds to support activities that promote safe and healthy students. This includes expanding mental health services, implementing anti-bullying programs, and funding additional social/emotional counseling at all school sites, which has increased the number of students served by these essential services. For example, recent data shows that the number of students receiving counseling services has increased, enhancing overall student well-being. Programs supporting physical health, such as nutritional education and physical fitness activities, ensure students are healthy and ready to learn. These actions align with LCAP Goal 3: "Improve student engagement, support, school climate, safety, and environment." The metrics for this goal include reduced absenteeism, decreased suspension rates, and increased student participation in counseling services.

SUHSD uses a portion of Title IV, Part A funds to support the effective use of technology in schools. This includes professional development for teachers on integrating technology into their instruction and purchasing digital tools and resources that enhance learning. The district ensures that no more than 15 percent of these funds are used for

technology infrastructure, focusing instead on activities that promote meaningful and innovative uses of technology in the classroom. For example, all students now have access to Chromebooks, and teachers receive ongoing training in utilizing these devices effectively in their lessons. This supports LCAP Goal 2: “Implement various measures to mitigate learning loss, maximize credit recovery options, and ensure all graduates are competent in reading and math.” The metrics include increased use of digital tools in the classroom and improved student performance in state assessments.

The primary objectives of SUHSD’s programs are to provide a well-rounded education, ensure student safety and health, and effectively integrate technology into teaching and learning. The intended outcomes include improved student academic performance, enhanced student well-being, and increased teacher proficiency in using technology. The Associate Superintendent of Instructional Services monitors and evaluates the effectiveness of these activities through various measures, including student performance data, surveys, and feedback from educational partners. This ongoing evaluation process, which includes monthly staff meetings and quarterly reviews, helps the district make data-driven decisions to adjust and improve programming to meet the evolving needs of students and educators. By strategically allocating resources, SUHSD aims to create an educational environment that supports holistic student development, ensures safety and health, and leverages technology to enhance learning experiences.

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.

Shasta Union High School District (SUHSD) is committed to ensuring well-rounded education opportunities for all students and conducts a Title IV, Part A needs assessment every three years. This assessment includes monitoring Advanced Placement (AP) test-taking and pass rates among all students, with a specific focus on sub-groups such as English Learners (EL), low-income students, foster youth, and homeless students. The data reveals that these groups are underrepresented in AP courses, Career and Technical Education (CTE) programs, STEM courses, computer science classes, and various elective arts courses. The California School Dashboard highlights performance gaps in these areas, indicating a need for targeted interventions. To address these disparities, SUHSD plans to enhance outreach and support, including paying for AP testing fees for Title I students, expanding access to CTE, STEM, and arts programs, and providing additional social/emotional counseling and academic support services.

These actions align with the updated LCAP goals presented in the SUHSD Parent Advisory Committee (PAC) presentation. Specifically, these initiatives support LCAP Goal 1: "All graduates will complete the required courses to allow access to all postsecondary options (college and career)," by increasing participation in AP courses and exams. They also address LCAP Goal 2: "Implement various measures to mitigate learning loss, maximize credit recovery options, and ensure all graduates are competent in reading and math," through targeted support services and expanded access to rigorous courses. Additionally, the initiatives align with LCAP Goal 3: "Improve student engagement, support, school climate, safety, and environment," by providing additional social/emotional counseling and improving the overall school climate for underserved students.

The primary objectives are to provide a well-rounded education, ensure student safety and health, and effectively integrate technology into teaching and learning. The Associate Superintendent monitors and evaluates the effectiveness of these activities through student performance data, surveys, and stakeholder feedback, with ongoing reviews to make data-driven adjustments. This strategic allocation of resources aims to create an educational environment that supports holistic student development, ensures safety and health, and leverages technology to enhance learning experiences.

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

To support a well-rounded education for all students and to provide additional support for our most underprivileged students, Shasta Union High School District (SUHSD) plans to continue offering successful support and interventions while expanding opportunities for students to experience a robust educational experience. These activities align with our Local Control and Accountability Plan (LCAP) goals and are designed to enhance academic achievement and engagement.

Planned activities include subsidizing the cost of AP exams by at least \$50 per test for all students and capping the price for low-income students at no more than \$5 per test. This initiative aligns with LCAP Goal 1: "All graduates will successfully complete the required courses to allow access to all postsecondary options" by making advanced coursework more accessible to economically disadvantaged students. Additionally, SUHSD will help fund the cost of field trips across all departments, with a particular emphasis on STEM, CTE, computer science, and arts and music classes. This focus addresses the underrepresentation of low-income, EL, foster youth, and homeless students in these areas, aligning with LCAP Goal 2: "Implement various measures to mitigate learning loss, maximize credit recovery options, and ensure all graduates are competent in reading and math."

These field trips and subsidized AP exams provide enriching educational experiences and help close the achievement gap by offering equitable opportunities for all students. Furthermore, expanding access to these programs supports LCAP Goal 3: "Improve student engagement, support, school climate, safety, and environment" by fostering a more inclusive and supportive educational environment.

The primary objectives of these activities are to provide a well-rounded education, promote academic excellence, and increase student engagement, particularly among underserved populations. By strategically allocating resources and

aligning with our LCAP goals, SUHSD aims to create an educational environment that supports holistic student development, ensures safety and health, and leverages technology to enhance learning experiences. The Associate Superintendent will monitor these initiatives' effectiveness through student performance data, surveys, and feedback from stakeholders, ensuring continuous improvement and data-driven adjustments to meet the evolving needs of students and educators.

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?

The Shasta Union High School District (SUHSD) will evaluate the effectiveness of strategies and activities funded under Title IV, Part A through a comprehensive system of indicators and data points. This evaluation process aligns with the Local Control and Accountability Plan (LCAP) and ensures continuous improvement of program offerings. SUHSD will monitor AP enrollment, test-taking rates, and pass rates among all students, with a particular focus on sub-groups such as English Learners (EL), low-income students, foster youth, and homeless students. This approach supports LCAP Goal 1, which aims to ensure All graduates will complete the required courses to allow access to all postsecondary options (college and career).

The district will also track participation rates in Career and Technical Education (CTE), Science, Technology, Engineering, and Mathematics (STEM), computer science, and arts programs. This data will help address underrepresentation and measure the impact of targeted interventions. By focusing on increasing participation among underserved groups, SUHSD supports LCAP Goal 2, which seeks to mitigate learning loss, maximize credit recovery options, and ensure all graduates are competent in reading and math. Monitoring these areas allows the district to identify gaps and implement necessary adjustments to improve access and equity.

To assess the overall academic impact of the funded activities, SUHSD will use academic performance metrics, including grades, CAASPP scores, and graduation rates. Current data shows that SUHSD is 3.5% above the state average in English and 7.6% above in math on the CAASPP, with a graduation rate of 89.6%. These metrics provide a clear picture of student achievement and highlight areas for further development. By regularly reviewing this data, the district can ensure that Title IV, Part A-funded activities are effectively contributing to student success and aligning with LCAP Goal 2.

Additionally, student satisfaction surveys will be conducted to gauge access to programs and the overall quality of these programs. These surveys will seek feedback on specific aspects such as AP courses, CTE, STEM, computer science, and arts and music programs. This supports LCAP Goal 3, which aims to improve student engagement, support, school climate, safety, and environment. Gathering student feedback helps the district understand the effectiveness of its initiatives from the students' perspectives and make necessary adjustments to enhance their educational experiences.

The Associate Superintendent of Instructional Services will oversee the evaluation process, analyzing data and feedback to make data-driven decisions for future program planning. This ongoing evaluation ensures that resources are effectively allocated to meet the needs of all students. By maintaining a focus on continuous improvement and regularly reviewing key indicators, SUHSD aims to support holistic student development, ensure safety and health, and leverage technology to enhance learning experiences. This strategic approach ensures that the district's programs are responsive to the evolving needs of its student population, ultimately promoting academic excellence and equitable access to educational opportunities.

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.

We will be using discipline data, results from Kelvin SEL surveys, and the results from the Californian Healthy Kids Survey to determine needs at the school site and at the district level. To the extent possible data will be disaggregated to drill down to the specific needs of student sub-groups. Shasta Union High School District (SUHSD) identifies and utilizes several indicators and data points to examine needs for improvement. These indicators help the district pinpoint areas that require additional attention and resources to ensure a safe and healthy learning environment for all students.

One primary indicator is suspension data, as highlighted on the California School Dashboard. Current data shows that the district's suspension rate is an area needing improvement. SUHSD will analyze this data to identify trends and patterns, particularly focusing on sub-groups such as low-income students, English Learners (EL), foster youth, and homeless students, to understand and address the root causes of disciplinary actions.

In addition to suspension data, SUHSD will use discipline data from individual schools to further identify and address behavioral issues. This data will be disaggregated to drill down to the specific needs of different student sub-groups, ensuring targeted interventions can be implemented effectively.

Results from the Kelvin Social-Emotional Learning (SEL) surveys will also play a crucial role in assessing student well-being. These surveys provide insights into students' social and emotional health, highlighting areas where additional support may be needed. By analyzing SEL data, the district can implement programs and strategies that foster a positive school climate and support students' emotional and psychological needs.

Furthermore, the California Healthy Kids Survey results will be utilized to assess various aspects of student health and safety, including substance use, mental health, and overall school connectedness. This comprehensive survey provides valuable information that can guide the development of initiatives aimed at promoting healthier behaviors and improving the overall school environment.

By integrating these data sources, SUHSD will be able to identify specific needs at both the school site and district levels. The district is committed to using this data to develop and refine programs that support the safety and health of all students, aligning with LCAP Goal 3: "Improve student engagement, support, school climate, safety, and environment." This continuous monitoring and data-driven approach ensure that resources are allocated effectively to create a supportive and safe educational environment for every student.

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

To support the safety and health of our students, Shasta Union High School District (SUHSD) will implement a variety of activities designed to address identified needs and promote a positive school environment. These activities, informed by survey data and key indicators, aim to effectively target areas of improvement and support the well-being of all students.

Each school site will continue to develop, expand, and enhance the accessibility and utilization of their wellness centers. These centers provide a safe space for students to seek support for their physical, emotional, and mental health needs. By creating a comprehensive support system that addresses the diverse needs of students, SUHSD aims to foster a healthier and more supportive school environment.

Funds from Title IV will be utilized to supplement mentoring activities across school sites. These activities will pair students with mentors who can provide guidance, support, and positive role modeling. Mentoring programs are particularly beneficial for at-risk students, including those from low-income backgrounds, foster youth, and English Learners. For instance, a mentoring program might involve weekly meetings where students can discuss academic and personal challenges with their mentors, participate in group activities that build leadership skills, and receive personalized academic tutoring. By fostering strong, supportive relationships, these programs help students navigate academic and personal challenges, improving their overall well-being and school engagement.

Wellness centers may also host various activities that promote safety and healthy living. These may include workshops on stress management, nutrition, physical fitness, and mental health awareness. Additionally, the centers may offer programs designed to prevent bullying, substance abuse, and other risky behaviors. For example, a wellness center might organize a series of workshops on mindfulness techniques to reduce stress, seminars on the importance of a balanced diet and regular exercise, and campaigns to raise awareness about the dangers of substance abuse. By providing resources and education on healthy lifestyle choices, these activities aim to empower students to take charge of their well-being.

To ensure the effectiveness of these activities, SUHSD will rely on multiple data sources. Analysis of discipline data and suspension rates from the California School Dashboard will help identify trends and areas needing intervention. Results from Kelvin Social-Emotional Learning (SEL) surveys will provide insights into students' social and emotional well-being, highlighting areas where additional support is necessary. Additionally, the California Healthy Kids Survey will offer data on student health behaviors, mental health, and school connectedness, guiding the development of targeted health and wellness programs.

The effectiveness of these activities will be evaluated through ongoing monitoring and analysis of the collected data. By disaggregating the data, SUHSD can drill down to the specific needs of student sub-groups, ensuring that interventions are targeted and effective. The Associate Superintendent will oversee the evaluation process, making data-driven adjustments to improve program outcomes continually.

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?

Shasta Union High School District (SUHSD) employs a comprehensive evaluation process to assess the effectiveness of strategies and activities funded under Title IV, Part A. This process ensures that the programs are meeting the district's goals and provides data-driven insights for future program planning.

One of the primary measures of effectiveness is participation rates in various programs and initiatives. The district will closely monitor the number of students utilizing wellness centers, participating in mentoring programs, and attending workshops, nutrition, and mental health awareness. Increased participation rates will indicate the success of these programs in engaging students and meeting their needs. Additionally, the same surveys used to identify initial needs, such as the Kelvin Social-Emotional Learning (SEL) surveys and the California Healthy Kids Survey, will be administered post-implementation to assess changes in student well-being, engagement, and satisfaction. Improvements in survey responses related to students' feelings of safety, connectedness, and support will demonstrate the positive impact of wellness centers and mentoring programs.

Academic and behavioral data also play a crucial role in evaluating the effectiveness of Title IV funded activities. Academic performance metrics, including grades, standardized test scores (such as CAASPP results), and graduation rates, will be analyzed to determine the impact on student achievement. Current data shows that SUHSD is 3.5% above the state average in English and 7.6% above in math on the CAASPP, with a graduation rate of 89.6%. Continued improvement or sustained high performance in these areas will be indicators of successful program outcomes. Additionally, discipline data, including suspension rates, will be reviewed to assess the impact on student behavior. A reduction in suspension rates, particularly among sub-groups such as low-income students, English Learners, foster youth, and homeless students, will suggest that the wellness and mentoring initiatives are effectively addressing behavioral issues and promoting a positive school climate.

To ensure that interventions are effective for all student groups, data will be disaggregated by sub-groups such as low-income students, English Learners, foster youth, and homeless students. This detailed analysis will help the district understand the specific impacts on different populations and adjust strategies to address any disparities. Ongoing feedback from teachers, students, parents, and community partners will also be collected to evaluate the perceived effectiveness of the programs. This feedback will be gathered through focus groups, meetings, and additional surveys, providing valuable insights that inform future training sessions and resource allocations.

The Associate Superintendent of Instructional Services will oversee the evaluation process, ensuring that data is collected, analyzed, and used to inform decision-making. Regular reviews of the collected data and feedback will allow SUHSD to make necessary adjustments to improve program outcomes. This continuous improvement cycle ensures that the district's strategies remain responsive to student needs and aligned with the overall goals of providing a safe, healthy, and well-rounded educational environment.

By employing a robust evaluation framework, SUHSD ensures that activities are effective in meeting the district's educational goals and improving student outcomes. This strategic approach not only assesses the current impact of the programs but also guides future planning and resource allocation to support the evolving needs of the student population. Through this comprehensive evaluation and planning process, SUHSD is committed to fostering an educational environment that promotes holistic student development, safety, health, and academic success.

These activities align with LCAP Goal 3: "Improve student engagement, support, school climate, safety, and environment." By focusing on the development and expansion of wellness centers, mentoring programs, and wellness activities, SUHSD aims to create a supportive and healthy educational environment. This comprehensive approach not only addresses immediate health and safety concerns but also promotes long-term well-being and academic success for all students.

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.

Shasta Union High School District (SUHSD) employs a comprehensive approach to evaluate the effectiveness of strategies and activities, specifically focusing on the effective use of technology. This evaluation process identifies areas for improvement and informs future program planning to ensure that technology integration enhances teaching and learning experiences.

A key component of evaluating the effective use of technology is monitoring the usage of Google Classroom and associated applications, hardware, and software. SUHSD will conduct regular surveys of both staff and students to determine their level of use and satisfaction with these tools. These surveys will provide insights into how effectively technology is being integrated into daily classroom activities and identify any gaps or areas needing additional support or training. Understanding the user experience from both teachers and students is crucial for identifying challenges and ensuring that technology is being utilized to its fullest potential.

In addition to survey data, the district will track the utilization rates of various technological tools and resources provided to students and teachers. This includes monitoring the frequency and extent of use of Chromebooks, interactive whiteboards, and other digital learning tools. High utilization rates indicate successful integration of technology into the curriculum, while low rates may highlight the need for further professional development or resource allocation. By analyzing these utilization patterns, SUHSD can make informed decisions about future investments in technology and training.

Professional development participation is another important measure of the effectiveness of technology integration. SUHSD will track participation rates in training sessions focused on integrating technology into instruction, as well as post-training feedback to assess the perceived value and impact of these sessions. This data will help determine whether additional or different types of training are needed to support teachers effectively. Ensuring that teachers are confident and proficient in using technology is essential for the successful implementation of digital learning tools.

To assess the impact of technology integration on student learning outcomes, SUHSD will analyze academic performance metrics such as grades, standardized test scores (including CAASPP results), and classroom assessments. By comparing performance data before and after the implementation of technology initiatives, the district can evaluate whether technology use is contributing to improved academic achievement. This academic performance data will be critical in understanding the direct effects of technology on student learning and identifying areas for further enhancement.

Regular feedback from students and teachers will also be gathered through surveys and focus groups to evaluate the effectiveness and usability of the technology tools and resources. This feedback will provide valuable insights into the challenges and successes experienced by users, guiding future improvements and ensuring that technology meets the needs of the school community. Engaging both students and teachers in this feedback loop ensures that their voices are heard and that the technology strategies implemented are effective and user-friendly.

The evaluation process will be overseen by the Associate Superintendent of Instructional Services, who will ensure that data is collected, analyzed, and used to inform decision-making. Regular reviews of the collected data and feedback will allow SUHSD to make necessary adjustments to improve program outcomes. This continuous improvement cycle ensures that the district's strategies remain responsive to the evolving needs of students and educators, promoting effective technology integration. By maintaining a focus on continuous improvement, SUHSD can adapt to new challenges and opportunities as they arise, ensuring that technology use in the classroom is both effective and sustainable.

By employing a robust evaluation framework, SUHSD ensures that Title IV funded activities related to technology are effective in enhancing the educational experience. This strategic approach not only assesses the current impact of technology initiatives but also guides future planning and resource allocation to support the district's goals. Through comprehensive evaluation and ongoing adjustments, SUHSD is committed to fostering an educational environment where technology effectively enhances teaching and learning, supporting academic success and preparing students for the future. This commitment to continuous improvement and strategic planning positions SUHSD to effectively leverage technology in ways that enhance learning outcomes and provide meaningful educational experiences for all students.

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])

Shasta Union High School District (SUHSD) is committed to enhancing the effective use of technology in education. The district will implement a variety of activities to ensure that technology integration supports teaching and learning while adhering to the requirement that no more than 15 percent of funds be used for technology infrastructure.

One of the key activities will be offering professional development opportunities focused on the effective use of new digital tools and resources. These training sessions will cover best practices for integrating technology into the curriculum, utilizing interactive whiteboards, and employing various educational software. By familiarizing teachers with the latest technology, these sessions will ensure that they are confident and proficient in using digital tools to enhance student learning and engagement.

To enhance the student learning experience, the district plans to purchase specific hardware, to the extent allowable by Title IV guidelines. While keeping the expenditure on technology infrastructure within the cap, these targeted purchases will directly support classroom instruction and improve accessibility for students.

SUHSD will also continue to expand access to Chromebooks and other digital devices, ensuring that all students have the necessary tools to participate in technology-enhanced learning. By providing equitable access to technology, the district supports a more inclusive and engaging educational environment.

Monitoring and survey data will be integral to evaluating the effectiveness of these activities. Regular surveys of staff and students will assess the level of use and satisfaction with Google Classroom, associated applications, and hardware. This feedback will help the district identify areas for improvement and ensure that technology is being effectively integrated into daily classroom activities.

Furthermore, the district will track utilization rates of various technological tools and resources, including the frequency and extent of use of Chromebooks, interactive whiteboards, and educational software. High utilization rates will indicate successful integration of technology into the curriculum, while low rates may highlight the need for additional training or resource allocation.

By implementing these activities, SUHSD aims to create an educational environment where technology effectively enhances teaching and learning. The district's strategic approach ensures that technology initiatives are aligned with educational goals, fostering an engaging and supportive learning experience for all students. Through continuous evaluation and targeted professional development, SUHSD is committed to leveraging technology to support academic success and prepare students for the future.

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?

Shasta Union High School District (SUHSD) employs a comprehensive approach to evaluate the effectiveness of strategies and activities funded under Title IV. This evaluation process is designed to ensure that the programs meet the district's educational goals and provide data-driven insights for future program planning.

One of the primary indicators for evaluating the effectiveness of technology integration is the usage of Google products and associated support applications by both staff and students. As a Google District, SUHSD will closely monitor how frequently tools like Google Classroom, Google Drive, and other Google applications are used. Programs such as Clever will be utilized to track the rate of utilization of these products. High levels of engagement with these tools will indicate effective integration of technology into daily educational activities, while lower usage rates may signal the need for additional support or training.

The district will also track the utilization rates of various technological tools and resources provided to students and teachers. This includes monitoring the frequency and extent of use of Chromebooks, interactive whiteboards, and document cameras. High utilization rates suggest that these tools are being effectively incorporated into the curriculum, which enhances the teaching and learning experience. Conversely, low utilization rates may highlight areas where further professional development or resource allocation is necessary.

Professional development participation is another crucial measure of the effectiveness of technology integration. SUHSD will track participation rates in training sessions focused on the effective use of new digital tools and resources. Post-training feedback will be collected to assess the perceived value and impact of these sessions. This data will help determine whether further or different types of training are needed to support teachers in their use of technology effectively.

To evaluate the impact of technology integration on student learning outcomes, SUHSD will analyze academic performance metrics such as grades, standardized test scores (including CAASPP results), and classroom assessments. By comparing performance data before and after the implementation of technology initiatives, the district can determine whether technology use is contributing to improved academic achievement. This academic performance data will be critical in understanding the direct effects of technology on student learning and identifying areas for further enhancement.

Regular surveys of staff and students will be conducted to assess their level of use and satisfaction with the technology tools and resources provided. These surveys will include questions about the ease of use, accessibility, and effectiveness of these tools in supporting teaching and learning. Positive survey responses will indicate successful technology integration, while areas of concern will highlight opportunities for improvement. Additionally, the district will monitor discipline and behavior data, including suspension rates, to assess the impact of technology on student engagement and behavior. A reduction in disciplinary incidents, particularly among sub-groups such as low-income students, English Learners, foster youth, and homeless students, will suggest that technology initiatives are positively influencing student behavior and school climate.

The evaluation process will be overseen by the Associate Superintendent of Instructional Services, who will ensure that data is collected, analyzed, and used to inform decision-making. Regular reviews of the collected data and feedback will allow SUHSD to make necessary adjustments to improve program outcomes. This continuous improvement cycle ensures that the district's strategies remain responsive to the evolving needs of students and educators, promoting effective technology integration.

By employing a robust evaluation framework, SUHSD ensures that Title IV funded activities related to technology are effective in enhancing the educational experience. This strategic approach not only assesses the current impact of technology initiatives but also guides future planning and resource allocation to support the district's goals. Through comprehensive evaluation and ongoing adjustments, SUHSD is committed to fostering an educational environment where technology effectively enhances teaching and learning, supporting academic success and preparing students for the future. This commitment to continuous improvement and strategic planning positions SUHSD to effectively leverage technology in ways that enhance learning outcomes and provide meaningful educational experiences for all students.

- 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:

March 17, 2023

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/>

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