

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

School Year

2023

Date of Board Approval

June 20, 2023

LEA Name

Yreka Union School District

CDS Code:

47-70508-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The majority of Title I funds are used to pay for paraprofessionals that provide instructional support within all transition kindergarten through third-grade classrooms at Evergreen School and to provide instructional support for 4th-8th grade students. The paraprofessionals lower the adult-to-student ratio ensuring there is a ratio of 10-12 students per adult. For transition kindergarten classrooms a paraprofessional is provided for 5 hours per day. Kindergarten classrooms have paraprofessional support for 3 hours per day and first through third grade classrooms have support for two hours per day. Kindergarten through third-grade support is provided during the core academic period in the morning. In addition, paraprofessionals are available in the morning and afternoon at both school sites to provide push-in and pull-out instructional support in language arts and math for academically at-risk students. Title I funds also supports two half-time certificated positions for students who require additional support in 4th-8th grade and TK-3rd grades. The funding also pays for paraprofessionals who through push-in and pull-out programs provide additional support to at-risk students in areas of reading and math. A portion of a teacher's salary is also paid for out of Title I funds who was employed at a specific grade level to reduce class sizes in the grade level. In the 2022-23 school year more paraprofessionals were hired to better support our students specifically in bolstering reading skills.

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.

The federal funds that are received are aligned with state and local funds to lower class sizes, reduce the adult-to-student ratio by providing additional adult support within the classrooms, and provide Tier 2 and Tier 3 intervention opportunities to at-risk students in the areas of reading and math. The use of the Title I funds also aligns with the use of our state and federal special education funding to implement a Supporting Inclusive Practices model at each site and our Early Childhood American Indian education grant funding for TK-3rd grade students. This push-in model allows students that are eligible for special education services and those who are not to receive their services in the general education classrooms with additional adult support within the classroom. Services provided by paraprofessionals and certificated staff are research-based and focus on reading instruction including phonics, fluency, and comprehension. This year both Evergreen and Jackson Street Schools participated in the county-wide literacy grant that provides a literacy continuum that spans TK- grade 12. This grant educates our teachers at every grade level in providing high-quality, direct, and explicit instruction in English Language Arts.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

NA

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In the 2022-23 school year, the district had three interns. 3/65 teachers are considered ineffective since they are interns. However, all three interns are actively enrolled in a Teacher Credentialing Program. In 2023 the district employed 62 teachers with an average district service of 11.63 years. In contrast, 2018 data from Dataquest showed the average district service being 14 years. This demonstrates a hiring trend of newly credentialed teachers with the most up-to-date pedagogical skills. 12 teachers are considered inexperienced teachers since they have less than two years of teaching experience. YUSD has two elementary schools and one alternative placement school. Evergreen serves students in transitional kindergarten through third grade. Jackson Street serves students in fourth through eighth grade. Yreka Community Day School (CDS) has an enrollment of 7 students. New teachers are assigned to each school based on their qualifications as multiple-subject or single-subject credentialed teachers. Jackson Street operates a 6th-8th grade middle school program with departmentalized classrooms that require single subject-specific credentials. According to the 2022 CDE Dashboard, our district enrollment is 951 with 70.8% of students being socioeconomically Disadvantaged, 2.6 % being English Learners, 1.4% being Foster Youth, and 45.5% of our student population identifying as a race other than white. The LEA does not have an educator equity gap.

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

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.



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

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

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

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA works with parents directly through each school's School Site Council. The parent involvement policy is jointly developed and reviewed at the beginning of each academic year. The parent involvement policy is distributed to parents at Back-to-School Night and at fall parent conferences. It is also available on the district website and each individual school's website. At Back-to-School Night parents are informed of ways to assist their children and promote student achievement. Parents are shown how to access Aeries, the student information system, where the parents can review student grades, state test scores, and assignments. Administrators and teachers meet with parents to discuss and review CAASPP scores, California State Standards, and additional academic and behavioral support opportunities that are available for students. Parents have the opportunity to volunteer in classrooms where teachers and paraprofessionals model instructional strategies and provide training to parents in ways to work with their children. Parents are notified of opportunities to assist their children through fliers, the Evergreen and Jackson Street Facebook pages, and the Parent Square automatic message system that provides text, phone, and email messages. Information is also provided about additional local resources such as the Yreka Family Resource Center, and counseling available through several organizations including Siskiyou County Mental Health. In the 2022-23 school year, the district employed a Licensed Clinical School Counselor to support our students at all three sites. Parent input is sought through face-to-face meetings, paper and computer-based surveys, and informal conversations to determine parental priorities for the Local Control Accountability Plan. The district encourages parents to volunteer and actively recruits parents to work as employees of the district in positions of student supervision and instructional assistants. This allows parents to be involved with the school, provide input based on the perspective of an employee and a parent, and also develop skills that can be applied as some parent/instructional assistants obtain degrees and eventually earn teaching credentials. These individuals often return to the district as teachers. Parents enrolling their children in school complete a Home Language Survey to determine if the student is a potential English Language Learner. The district has identified 31 active English language learners in the 2022-23 school year. The district has also employed a full-time English Language Designated Teacher to support our EL students for the 2023-24 school year.

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.

NA

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:

Yreka Union School District is a district-wide Title I district. School-wide programs provide academic support for at-risk students in the areas of language arts and math. In addition, funding is used to reduce class sizes in grade levels that are impacted. Evergreen School is a TK-3 school with class sizes averaging 19.3 students per class and an enrollment of 448. Intervention services that are provided are both push-in and pull-out. Push-in support is assisted by paraprofessionals and instructional aides. These assistants are provided in each Transitional Kindergarten-3rd grade classroom. In the 2022-23 school year, more paraprofessionals were hired to increase support hours in every classroom. All classrooms TK -5 have a full-time paraprofessional or instructional aide to better support the differentiation of academic goals and provide Tier 1 academic support. Evergreen School has two intervention teachers that provide targeted Tier 2 academic support. RSP teachers provide Tier 3 support to every grade level with students that have an IEP. The district offers a full-day expanded transitional kindergarten program for students who are four years old on September 1 of that school year. Students begin this program in August at the age of 4 and are provided with an additional year of a high-quality educational program taught by a certificated teacher prior to entering kindergarten the following year.

Jackson Street School serves 4th-8th grade students. The district has adopted a six-period day for 6th-8th grades to allow students the opportunity to explore an elective or choose Band or Performing Arts as a year-long elective. This schedule also allows for a 'Ram Block' time where students make connections with their homeroom teachers, have Social Emotional Learning time, and get extra academic support as needed. Teachers and support staff meet quarterly to determine students that are in need of more targeted academic intervention and support. These students receive services from an intervention teacher and support staff. Jackson Street School has an enrollment of 424 with an average class size of 20.6 students per teacher. The decision to revert back to a 6-period day is to ensure social-emotional support for middle school students by providing a "homeroom" to start/end the day. Both push-in and pull-out models are used to provide services by certificated and classified staff as needed. The SAFE after-school program is also provided allowing for additional instructional support and enrichment after school hours. A new 6th-8th grade 'Opportunity' classroom has been created to provide additional support for at-risk students who need additional support transitioning to a middle school program with multiple classrooms. This program operates on 'flex scheduling' to meet the needs of individual students. Next year, in 2024, this program will be expanded to include grades 4-5-6 with the hiring of a new opportunity teacher for the 2024 school year.

In addition to the programs and classes above, Yreka Union School District offers multiple options for Extended Learning to support our students in academic need. These classes also allow our Middle School Students to recover credits and improve grades.

The extended learning opportunities are as follows:

- 1) Saturday School- throughout the school year
- 2) Extended Learning Afterschool- 4 days a week - Grades 4-8
- 3) Summer School- 4 weeks starting in June
- 4) Jumpstart- 2 weeks starting at the end of July

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district works in conjunction with the Siskiyou County Office of Education to identify and support homeless youth. A student residency survey is available for all parents of enrolled students and is updated each school year. Identified students have the opportunity to receive additional support through the district's Title I programs in addition to after-school support through each school's after-school program which provides academic and enrichment opportunities. District staff works with parents of homeless youth to facilitate services such as counseling, academic support, transportation to and from school, enrollment in after-school programs, and materials and goods such as backpacks, clothing, hygiene products, and dental and medical assistance as needed. Attendance of homeless students is reviewed at monthly attendance meetings held twice per month. In attendance at these meetings are site administrators, site secretaries assigned to assist in monitoring attendance, and the district superintendent. A representative from the Siskiyou County Probation Department frequently attends and acts as a liaison between the district and families to assist with school attendance matters. Social Emotional Learning, academic, and behavioral issues are also discussed at a multi-disciplinary team meeting (MDT) held twice per month. This meeting is a forum to assist in obtaining services from county agencies such as County Mental Health, Child Protective Services, counseling, medical/health services, and additional educational support from the Siskiyou County Office of Education. The district's Part A reservation funds are used to provide additional educational and behavioral support for homeless students during the regular school day and during the district's after-school program. Information regarding our Homeless and Foster Student Programs is also accessible to parents via our district web page.

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.

NA

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:

Evergreen School contacts all childcare facilities and state preschool and Head Start programs in February and March each year to provide information to providers and parents regarding the transition of preschool students to TK and kindergarten. An administrator and kindergarten teacher often attend a parent meeting at each of the Head Start programs to discuss TK-kindergarten programs and assist parents with registration. In April a parent meeting is held at the school. Parents are notified by mail, Parent Square, and/or telephone inviting them to the parent meeting. Parents are encouraged to bring their children who have the opportunity to visit classrooms, meet teachers, and play on the playground.

Students in 3rd-grade transition to a different school in 4th grade. In May and June of each year, the district has two activity days to assist students with the transition. A Native American Day is held at Jackson Street School with 3rd and 4th-grade students in attendance. This provides the 3rd-grade students the opportunity to spend the day at Jackson Street School. Students take part in instructional activities in the morning, have lunch on campus, and participate in additional activities in the afternoon. Parents are invited to attend and participate also. This Native American Cultural Day strengthens the school-to-tribe relationship since our Native American/Native Alaskan population exceeds 150 students.

A Back-to-School orientation is scheduled each year for middle school students transitioning from a self-contained classroom to a Middle School format. Students and parents follow their student's schedules and attend the student's classes and meet their teachers. In the 2023-24 year, the sixth grade will begin as a self-contained classroom and slowly transition to a multi-classroom model. Teaching strategies such as team teaching will help students with this transition. Although the 6th-grade students have attended JSS for three years and are familiar with the facility, the orientation allows the students to walk through a daily schedule and help them with the transition of having multiple classes and teachers.

Students transitioning from 8th grade to high school take part in a full-day activity and travel to the high school and participate in classes and activities for the day. Groups of students are paired with a high school student who will be a senior the following year and will be able to act as a resource and support system for the student. The high school hosts two registration nights in the Spring so students and parents can attend and register for classes for the following year.

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:

Yreka Union Elementary School District will continue with the employment of a Full-time Library Clerk. The focus of the Library Clerk position will be to update the library collection, assist teachers in helping students develop digital literacy skills, assist students in selecting books, teach students how to navigate the online library portal, train student assistants and improve academic achievement by providing students with appropriate lexile leveled books for their research and independent reading. The Library Clerk will assist the administration in ordering books and resources that are appropriate to the varying reading levels of students such as 'High Interest/ Low Level' reading books for our struggling readers and high Lexile books for our accelerated readers and gifted students. The library clerk will, in addition to these duties, manage the libraries, work with teachers in building up their classroom libraries, manage adopted materials, create sections in the library that are geared towards specific demographics such as an English Learner Section. easy chapter readers, and re-order adopted materials every year. The Library Clerk will also work with the administration in the ordering process of any new adopted curriculum. The district also provides an online library resource for our students to check out materials online through the ' Follett Destiny Online' library program.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The district provides professional growth opportunities for all staff. Yreka Union School District set the goal to have 1 to 1 Chrome Book devices for 1st-8th grade. In the 2022-23 school year, 100% of students have access to their own assigned Chromebook. All of the certificated staff and several paraprofessionals and classified staff have access to training in the use of technology in the classroom and for their particular position. As new materials are adopted the district provides ongoing training in the use of the adopted materials. CAASPP scores are reviewed and strengths and weaknesses are identified. A specific goal during the 2022-2023 school year was to support all grade-level teachers in the area of English Language Arts, specifically Literacy. 95% of ELA Teachers participated in the Literacy Project Grant sponsored by the Siskiyou County of Education. These teachers participated in professional development related to the content, lesson study, and instructional design and received Literacy coaching. Participation in this grant supported a Literacy Continuum spanning grades K-12. Both Evergreen and Jackson Street Schools developed a Literacy Plan for the district. Another district focus is social and emotional learning. As a district staff have had a significant amount of professional development in Positive Behavior Intervention Support and have incorporated this training into all aspects of the school day. The district is participating in a Multi-Tiered Systems of Support grant and professional development and a Supporting Inclusive Practices grant and professional development. Both grants focus on inclusive practices and providing differentiation for all students. The staff has asked for additional training to support PBIS, Trauma-Informed Practices, Restorative Justice and Practices, and Universal Design for Learning. In the 2022-23 school year, a licensed clinical therapist was hired full-time to support our students at all sites. Both schools developed a 'Wellness' approach to discipline with an emphasis on Restorative Practices. Our wellness center staff, four paraprofessionals and Assistant Principal work closely with the SCOE county behaviorists. The focus for professional development each year is determined by soliciting input from certificated and classified staff through surveys and staff meeting input. Each year the district provides funding for new teachers to attend training and professional development. New teachers are enrolled in an induction program and are assigned a master teacher mentor to work with throughout a two-year period.

All certificated administrators have the opportunity to attend professional development through the Siskiyou County Office of Education and in addition, have attended ACSA Academies specifically designed for administrators. Three administrators have cleared their Administrative Credentials and the remaining two are actively enrolled in the Administrative Coaching program. The district encourages teachers to take a leadership role and further their education through administrative credentialing programs. The Siskiyou County Office of Education provides monthly meetings for administrators and offers professional development opportunities for their specific roles. In the 2022-23 school year, the district created the position of Director of Educational Services to provide support to all district teachers in curriculum development, lesson plan design, and the alignment of curricula. Four of the five administrators in the district were former district teachers. The teachers interested in pursuing an administrative degree are given the opportunity to job shadow and substitute for administrators who have other obligations. These teachers develop projects that they feel would benefit the district's students. Many of our paraprofessional staff have attended professional development provided through a joint partnership with the Siskiyou County Office of Education. District office personnel also attend professional development opportunities offered by the Siskiyou County Office of Education, the California Association of School Business Officials (CASBO), the Fiscal Crisis and Management Team (FCMAT), the Labor Law Consortium provided by Lozano Smith, and the Association of School Administrators (ACSA).

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:

N/A We have no schools eligible for CSI or TSI.

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.

Multiple measures of evaluation are incorporated annually to determine the effectiveness and utilization of professional development opportunities. Administrators evaluate certificated and classified staff and set goals based on needs assessments developed by staff and administration. In the 2022-23 school year, all district teachers were formally evaluated by the administrative team. In the course of this three-meeting evaluation, teachers are given explicit feedback and positive support in creating engaging lessons that specifically meet the grade-level standards and the ever-changing needs of our student population. Also, through the analysis of data such as CAASPP, and benchmark data (Scholastic Reading Inventory and IXL Diagnostics), specific needs identified may relate to newly adopted materials and a need for further professional development or professional development that result in a change in student outcomes.

Administrative staff meets quarterly with the Differentiated Assistance Team from SCOE to analyze data and create systems that will support our students socially and academically. All Educational partners such as students, teachers, administrators, parents, and community members provide input to help guide professional development opportunities reflecting a desired need. Student, Staff, and Community surveys are administered annually to act as, not only a needs assessment but a safe place to provide input. Data from the Healthy Kids Survey also gives us information regarding students' trends in behavior and life choices. This data provides our 'Wellness' team with information for future staff development topics. Yreka Union School District has developed a strong relationship with the local Karuk Tribe through our Title VI grant. In 2021 through the 2023 school years, the tribe has had an increased presence at Jackson Street School with a designated Tribal Liaison on campus. Tribal leaders provide students with cultural activities and lessons, such as artifact-making and Karuk language classes that promote tribal awareness and student pride. All Title II funds are coordinated with Title I funds in order to support class-size reduction.

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:

The district uses a number of tools and methods to determine the needs of student support. The district has also received an MTSS-SUMS grant and as a recipient has conducted a district-wide needs assessment using the Swift Fidelity Integrity Assessment (Swift FIA). The district also seeks parent input through an online survey that parents complete during parent conferences in November. Certificated and classified staff provide additional feedback during staff meetings and informal surveys. As a result of the surveys, certificated and classified staff have had the opportunity to attend professional development in PBIS and have instituted practices school-wide at both school sites. Evergreen School purchased 2nd Step and implemented instruction in all TK-3rd grade classrooms. In the 2022-2023 school year, a full-time licensed clinician (school counselor) was employed to support all of our district students at all three sites. All staff will continue to receive ongoing professional development in Trauma Informed Practices. Classified and certificated staff will have the opportunity to attend Restorative Justice training and Crisis Prevention and Intervention (CPI) training through SCOE. This training certifies our staff members with a two-year certificate. Supporting the Effective Use of Technology has been a district priority. ERATE funds have been used to upgrade existing infrastructure. All 1st through 8th-grade students have one-to-one Chrome books available within their classroom. In the 2022-23 year, students may have an additional Chromebook to take home with them if they have no technology to access their classwork at home. The TK-K students have access to classroom tablets. Continual training for certificated staff with the use of technology in the classroom is offered. A CS4Norcal grant coding class is offered as an elective for 8th-grade students and a science specialist contracts with the district through the Siskiyou County Office of Education to provide a weekly science lab for 20 weeks for all 3rd through fifth-grade classes. For the 2023-24 school year, an additional technology position has been filled to strengthen our Instructional Technology department. This will allow our IT staff to better monitor students' online access and support 21st-century learning skills. CS4NorCal is a unique 5-year regional research and innovation project sponsored by the California Small School Districts' Association to create K-12 computer science pathways in small rural schools. Through 2024-2025, CS4NorCal is an opportunity for education leaders from county offices of education, districts, and schools to investigate and design implementation models to integrate the 2018 state CS standards into their educational programs and provide students with access to one of the core subjects of a "well-rounded" education. (Every Child Succeeds Act, 2015) With guidance from the Sacramento County Office of Education, local planning teams will co-design professional learning and school implementation models. Researchers from the University of California at Davis will evaluate the process to inform the refinement of a high-quality product that can be replicated in similar rural communities. YUSD Educators will participate in up to 3 years of compensated professional learning and form a regional CS community of practice and have access to a nationally-validated, standards-aligned CS curriculum. Community partners will integrate CS pathways into preparation and workforce development initiatives. The district also employs two full-time music teachers who teach elective classes in band, choir, and music instruction in grades Kindergarten through 8th grade. In the 2022-23 school year, a second music teacher was added at Jackson Street School who teaches band, music theory, and orchestra. A full-time art teacher teaches electives for 4th-8th grade. In addition to music classes, Yreka Union School District has a strong performing arts/theater class that utilizes improvisational theory that provides an emotional outlet and support for students. 4th through 8th-grade performing arts students take part in community productions. Both our music and performing arts departments work closely with Yreka High School, The Siskiyou Community Orchestra, and the College of the Siskiyous in performing in concerts and productions.

The district works in conjunction with several organizations to foster a connection between college and career readiness. Students have many opportunities to learn about pathways to many careers through the Siskiyou County Strong Workforce Consortium. In the 2022-2023 school year, our district participated in the Strong Workforce Grant that will provide a full-time Career Technical Education Teacher beginning in the 2023-24 school year. The program focuses on college and career readiness following graduation from high school but begins in middle school. Students have the opportunity to explore a variety of careers prior to attending high school and, if interested, may begin a potential career pathway once they have transitioned to high school. Professional development continues to be provided in the effective use of technology in the classrooms for classified and certificated staff. A contract with the Siskiyou County Probation Department provides assistance to parents and students who struggle with chronic absenteeism and assist in connecting families with local services as needed. Also, beginning in the 2022 school year, our district contracts with the local Yreka Police Department to secure our own School Resource Officer who works 50% of the time on campus at all sites. The resource officer supports our students through our '411' wellness response team. The resource officer works at the Evergreen Campus as well as at our Community Day School.

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.

Chronic absenteeism is extremely high this year and a general lack of student engagement is paramount to addressing other needs, including, but not limited to academic support, behavioral modifications, and social/emotional support and guidance. The data reflects that our overall attendance rate has improved from last year to 89%, but is still lower than optimal. There are a number of reasons and variables that attribute to this decline, but with poor attendance, the other goals are difficult to achieve. Based on the available data from IXL, only 17% of all students are at or above grade level in IXL math. Only 27% of students are on or above grade level in IXL English Language and Arts. Overall, approximately 40% of our students in grades 4-8 are considered "Advanced/Proficient" according to the Scholastic Reading Inventory. Specifically, 69% of students in 8th-grade math are below grade level, and 80% of 6th-grade students are below grade level in math. There is a need for continued support for students and staff with Social and Emotional Learning. The district will continue to implement social and Emotional Learning for all grades and provide a 'Ram Block' time that will provide explicit academic skills in the area of reading and math. This time will also provide students with a sense of belonging to a homeroom classroom.

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

YUSD plans to provide a well-rounded education with an enriched curriculum and education experiences to all students. It includes programs and activities in the subjects discussed in more detail below as well as other activities, including those that integrate multiple academic disciplines. YUSD will use Title IV funds for any program or activity that supports student access to and success in well-rounded educational experiences. In the 2022 school year, the music and performing arts programs at YUSD have expanded. This continues on in the 2024 school year plans with the hiring of a second music teacher. YUSD also has broad spectrum sports programs. The LEA has hired a full-time Career technical Education teacher, a fulltime Designated English Learner teacher and many of our teachers are participating in several professional development grants such as the Rural Math Collaborative, Getting Reading Right, Filling in the Gaps Training and the CS4Norcal Computer Education Grant. A well-rounded education starts with early learning opportunities that make time for exploration and continues with 4-8 education that helps students make important connections between their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. YUSD is proud to have participated in the K-12 Literacy Grant sponsored by the Siskiyou County of Education. Every grade level in our district has taken an active role in this three-year-long + grant which creates a learning continuum in the best literacy practices. In addition, a well-rounded education promotes a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, arts, history, geography, computer science, music, career and technical education, health, and physical education. YUSD also partners with our local tribe to sponsor school activities that promote cultural and tribal awareness and understanding.

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?

YUSD engages in meaningful consultations with all educational partners. Through annual staff, student and community surveys, Site Council Meetings, Town Hall meetings, Board Meetings, Title VI Tribal meetings and PTO meetings input and feedback are constantly and frequently discussed. These Educational Partners include:

- Parents
- Teachers
- Principals and other school leaders
- Specialized instructional support personnel
- Students
- Community-based organizations
- Local government representatives
- Indian tribes or tribal organizations, when applicable
- Siskiyou County Office of Education and partnering schools

Data points may include quarterly benchmark assessments such as Scholastic Reading Inventory and IXL, and CAASPP and ELPAC scores.

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.

Annual student, staff, and community surveys, multi-disciplinary team meetings, data from our Attendance and SARB team, data from our full-time licensed district clinician, the Healthy Kids Survey, regular Peer Focus group meetings, Tribal Title VI input, Site Council, PTO, data from our District Resource Officer, planning sessions with our District Nurse and health aide team, regular meetings with the SCOE Homeless and Foster Youth Liaison and weekly administrative meetings are just a few data collection and feedback points that our LEA will access to examine the needs of improvement in the area of Safe and Healthy Students.

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

YUSD Coordinated school health addresses eight different aspects of health: health education, physical education, health services, nutrition services, psychological and counseling services, healthy school environment, health promotion for staff, and parent and community involvement. Health Education: Kindergarten through high school health education curriculum that is sequential and developmentally appropriate, and that addresses physical, mental, emotional, and social dimensions.

Physical Education and Physical Activity: Physical education classes and physical activities that promote physical fitness, motor skills, social and personal. In the 2023 school year, a full-time Physical Education teacher will be working at Evergreen School and two full-time Physical education teachers will be servicing students at Jackson Street School.

Health Services: Services provided to students to appraise, protect, and promote health. YUSD currently employs a full-time Supervisor of Health Services as well as two paraprofessional Health Aides. YUSD partners with the Siskiyou County of Education and promotes healthy lifestyles through the Positive Prevention Plus curriculum, the Tobacco Use and Prevention Education (TUPE), and DARE (sponsored by the Siskiyou County Sherriff's Department).

Nutrition Services: Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students and provide learning experiences in nutrition and health and links to nutrition-related community services.

Counseling, Psychological, and Social Services: In the 2022-23 school year, a full-time licensed clinician serves as our district school counselor. Services provided to improve students' mental, emotional, and social health. These services improve the health of the students and the health of the school environment. The YUSD clinician also works closely with our Behavioral Support Wellness Center in addressing student needs and behaviors.

Healthy School Environment: A school atmosphere supported by programs and policies that nurture positive behavior, assure safety and promote a feeling of belonging and respect for all students, staff, and families. This component involves the physical and aesthetic surroundings, climate, and culture of the school. All of our facilities are in 'Good' Standing.

Staff Health and Wellness: Work-site health promotion programs that encourage and support staff in pursuing healthy behaviors and lifestyles.

Family and Community Involvement: Active participation of these groups in policy and program development and integration of community resources and service.

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?

Safe and Healthy Student activities and the effectiveness of strategies will be evaluated by reviewing indicators and measure points feedback from parent, student, staff and community surveys. Every year, the superintendent asks for staff feedback regarding the efficiency of every department including the Health Services Department. Monthly meetings with this department also provides feedback to district administrators. Our Health Services Department, our district Clinical Psychologist and our Wellness Team attend monthly meeting with Siskiyou Behavioral Health. Indicators and feedback are monitored and discussed at these meetings. Student peer focus groups also provide a data point on making sure students feel welcome, engaged and have a sense of well-being and belonging at school. Monthly Multi-Disciplinary meeting with SCOE personnel and the attendance probation department also provides data points and feedback so that the district can better support the needs of our students and families.

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.

The LEA uses mostly observational data as an indicator and a measure to examine the areas of improvement in the Effective Use of Technology. The Technology Department utilizes a 'Ticket System' so that IT concerns and problems can be addressed immediately. Monthly meetings with the administrative team provide feedback on the efficiency of the system with the goal being to provide a high-quality digital learning experience for all of our students to better equip them with 21st Century skills. All adopted curricula with an online component provides extensive Professional Development for district educators.

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])

YUSD provides students in this rural and underserved area with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators. YUSD participates in the CS4NorCal Grant which provides professional development so that teachers can provide Computer Technology classes and basic Coding. The data from this CS4Norcal grant drives instruction and provides feedback and direction for future lessons that can better meet the needs of our students. Also, every student from K-8 has access to classroom Chromebooks or tablets. Students may also request to have a technology device at home as needed. All classrooms have Smartboards, Laptops, LCD projectors, and other technology devices to support 21st-century learning. Four teachers are taking part in the CS4Norcal grant and plan on facilitating a 'Family Night of Coding' for our students at Open House Night. YUSD employs a full-time Director of Technology Services and is expanding next year to have two full-time Technology Assistants to support our students and our technology infrastructure. In the 2023 school year, technology such as speech to text, text to speech is activated in our Google Programs so that all students, namely English Learner Students, can have easier and more effective access to their academic coursework using their home language. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals

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?

Technology activities and the effectiveness of strategies will be evaluated by reviewing indicators and measure points feedback from parent, student, staff and community surveys. Every year, the superintendent asks for staff feedback regarding the efficiency of every department including the Instructional Technology Department. Monthly meetings with this department also provides feedback to district administrators.

- 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:

May 25, 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/>

California Department of Education
February 2022