

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

## LEA Name

Northern United – Siskiyou Charter School

## CDS Code:

4710470 0137372

## Link to the LCAP:

*(optional)*

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## 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.)*

Title I, Part A; Title II, Part A; Title IV, Part A

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Northern United - Siskiyou Charter School uses federal funds to enhance the local priorities as outlined in the LEA's LCAP. The LEA's LCAP goals are as follows: 1) Northern United- Siskiyou Charter School will improve student performance outcomes in the core academic areas. 2) Northern United - Siskiyou Charter School will ensure that all students have access to appropriate education and are provided ample opportunity to learn in environments that reflect 21st-century learning. 3) Northern United - Siskiyou Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Through stakeholder input, the LEA's priorities, actions, and services were developed and subsequently approved by the board. The school coordinates the use of federal funds to support the school LCAP goals, actions, and services. Northern United - Siskiyou Charter School uses our federal Title I funds to support learning through hiring RTI Tier II intervention tutors. They are trained to support and augment the teacher's instruction. The support of our tutors helps to ensure that students receive the greatest benefit from the learning activities that the teacher plans and puts into effect through individual and small group assistance. Additionally, NU-SCS plans to use Title I funding to provide counseling services to our students through Lassen Counseling. We pay for one-on-one and group social and emotional counseling, as well as a teen leadership building program that helps students identify goals and the barriers they have toward achieving those goals, and then strategize ways to overcome those barriers.

## 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 allocation of Title 1 federal funds in Northern United - Siskiyou Charter School:

Funding provides extended instruction targeting specific learning needs of students through small group and individual instruction in the classroom, and provides Tier 2 RTI/Targeted Intervention Program, 1:1 or small group direct instruction to identified students needing additional support.

Funding supports the Leadership Teams to research, monitor, and modify formative and summative multiple measures; and implement CCSS, revamp local assessments, and organize professional development days for staff.

This allocation of Title 1 funds is in direct support of the goals outlined in the LCAP, as described below:

- LCAP Goal 1, Action 1 - Employ highly qualified, credentialed teachers
- LCAP Goal 1, Action 7d. - Counseling services - Children First/Lassen Counseling/Elevate
- LCAP Goal 1, Action 8a. - Employ 4 RTI/Tier 2 tutors

## 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.

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA is a Charter School

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).  
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Northern United - Siskiyou Charter School employs numerous avenues of communication between families and the school. A monthly newsletter communicating information about school events notices sent through the mail, text messages and the usage of our school-wide communication platform, Remind, are a few of the ways the school provides critical information to families. Teachers provide relevant information through email, weekly/monthly newsletters, google classroom, APEX or similar online secure communication systems, and newsletters. Parents/guardians can also use more traditional means of communication such as phone calls, letters, or in-person meetings. Parent-teacher conferences are held at least twice a year for face-to-face, communication. Parents or guardians are also encouraged to complete the parent survey to provide feedback to the school. This feedback is invaluable to Northern United - Siskiyou Charter School.

Parents/guardians at Northern United - Siskiyou Charter School have many opportunities for involvement. We encourage parent/guardian involvement in all aspects of their children's school experience. Parents/guardians enjoy volunteering at many of our learning centers. Moreover, they are also a valuable resource for school activities and all extracurricular activities. So, by volunteering in classrooms, chaperoning field trips, aiding in fundraising activities or working on special projects, parents/guardians at Northern United- Siskiyou Charter School have ample opportunity to be engaged in all aspects of their child's education. We also have a representation of family, parents, and grandparents of students who serve as school board members.

To ensure families with disabilities or those who speak a language other than English are able to participate in school decision making, Northern United - Siskiyou Charter School translates school documents, forms and letters, has an ADA compliant website, and uses translators and interpreters when needed. Gas reimbursement and bus passes are also provided to families for whom transportation is a barrier.



## **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.

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:**

Northern United - Siskiyou Charter School operates a school wide Title I program. Teachers use formative and summative data to determine which students need additional support. The teachers and paraprofessionals (instructional aides, tutors and small group instructors) provide individual or small group instruction to those students.

The school also employs a Multi-tiered System of Support. Special services staff (resource teachers, school psychologist, content area specialists and counselor) meet with administration and parents to review a variety of academic and/or social emotional data and information. The team determines needs and what types of supports best meet each student's needs. The teachers, instructional aides, tutors and small group instructors provide many of those supports.

## **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:**

Northern United - Siskiyou Charter School provides school supplies and transportation (bus tickets) for homeless children as needed. Providing computers, internet service and hotspots are some of the ways Northern United - Siskiyou Charter School supports the enrollment, attendance and success of homeless children and youth. Our counselor also connects families with family resource centers and local social services. Northern United - Siskiyou Charter School has access to the Siskiyou County Office of Education Homeless/Foster Youth coordinator should additional assistance be needed.

## **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.

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Northern United - Siskiyou Charter School provides students with early childhood education programs. Our TK and K courses are vertically aligned with our 1st-8th grade programs. K students are assessed at the beginning of the school year to assess kindergarten readiness and progress. Our centers welcome TK and K students and family members to visit the center prior to enrollment. Families can, if desired, attend the first day of school with their student to ease the transition. The Second Step curriculum is used in order to boost the social/emotional skills of the young students and help support them through transitions.

Northern United - Siskiyou Charter School does participate in coordinated efforts to transition students from middle school to high school. During seventh and eighth grade, students have the opportunity to participate in an AVID elective course in which they begin to explore careers and/or college. Our students have the opportunity, in coordination with the local junior college, College of the Siskiyous, to attend an orientation. Northern United - Siskiyou Charter School's high school learning centers also meet with eighth graders and provide them with shadow days in which the eighth graders participate in shadowing our high school students throughout their day. Our high school learning centers host family nights so families of our eighth-grade students can visit and discuss class schedules, what individual programs offer, and provide families with opportunities to ask pertinent questions concerning the high school experience.

Our high school programs offer AVID elective courses to provide students with the skills necessary to be successful in college. Concurrent enrollment courses are an option for our students through College of the Siskiyous. The Get Focused, Stay Focused class provides students with the skills needed to be college ready as well as to find a discipline or vocation that is directed to their personal strengths. Northern United-Siskiyou Charter School also has representatives of College of the Siskiyous visit our learning centers and provide an immediate acceptance program to college. Students also visit our local community college specifically to discover the programs that are offered. Concurrent enrollment is highly encouraged at Northern United - Siskiyou Charter School with several of our students attending college while in high school.

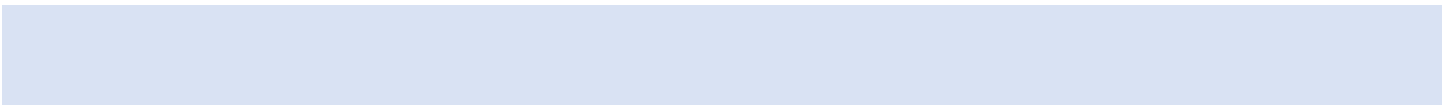
### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



## **TITLE I, 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:**

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and 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:**

### **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:**

### **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:**

### **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.

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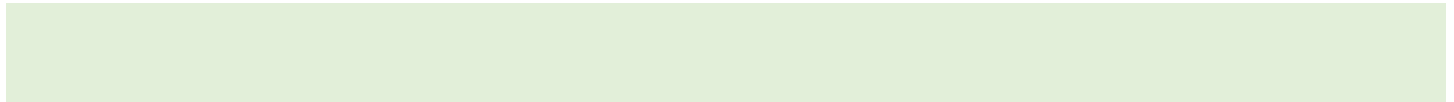


**Social, Health, and Other Services**

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:**

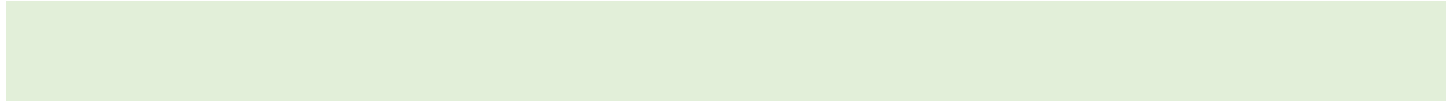


**Postsecondary and Workforce Partnerships**

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:**



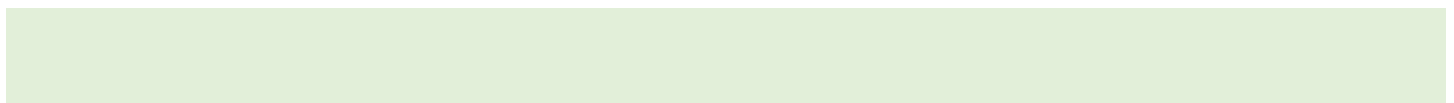
**Parent and Family Involvement**

ESSA SECTION 1423(8)

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:**



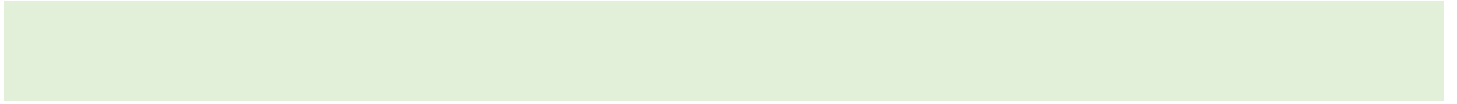
**Program Coordination**

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:**

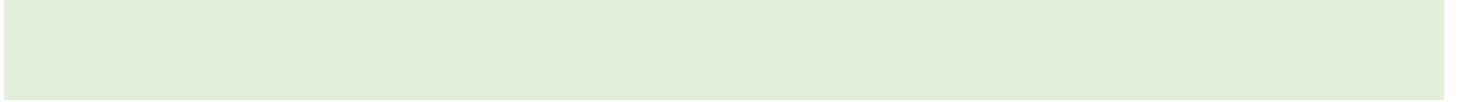


**Probation Officer Coordination**

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:**

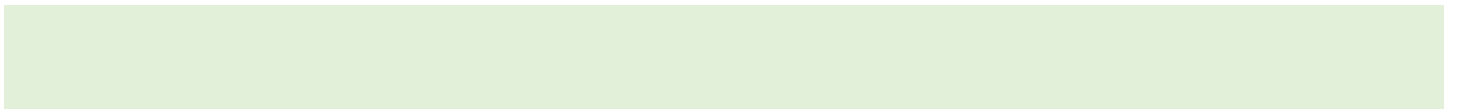


**Individualized Education Program Awareness**

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:**

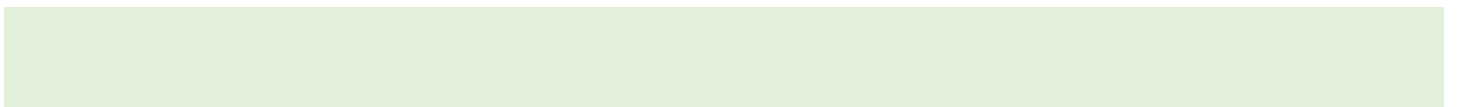


**Alternative Placements**

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:**



## **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:**

We will use federal funding to provide professional development to staff that specifically targets disadvantaged youth. Beginning teachers complete a two-year induction program. All staff are required to complete five days of professional development during the school year. Four of the five days are provided for by the school and the fifth day is self-selected. The professional development is designed to build the capacity of teachers in their support of disadvantaged youth. The professional development is selected based on needs determined through data analysis and staff feedback.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A Our school is not in CSI nor 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:**

Northern United - Siskiyou Charter School uses Title II, Part A funds to provide staff development targeted toward disadvantaged youth. The professional development is selected based on the analysis of internal data. Teachers use formative and summative assessment data, including California Assessment of Student Performance and Progress (CAASPP), Renaissance assessments, progress on special education goals, and English Language Proficiency Assessment for California (ELPAC) data, to monitor student progress. Teachers collaborate to review data to determine the effectiveness of the small groups interventions supported by this part.

## **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **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.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **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:

- (C) 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
- (D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Northern United - Siskiyou Charter School will be receiving the minimum amount of \$10,000 so will be expending the funds in only one subsection, as it relates to supporting a well-rounded education. The funds will be utilized on a school-wide level. Currently, Northern United - Siskiyou Charter School employs a Multi-tiered System of Supports (MTSS) to address academic, behavior, and social-emotional needs of students. At the all-school level, Northern United - Siskiyou Charter School has monthly Teacher Circles in which our Content Specialist team meets and uses data obtained from our STAR Renaissance testing to target and implement strategic instruction and intervention, as well as, to provide students with intensive interventions if needed. On a student level, the special services staff (resource teachers, school psychologist, and counselor) meets with administration and parents to review a variety of individual academic and/or social-emotional data and information. As part of our MTSS, Northern United - Siskiyou Charter School has implemented PBIS at an all-school level. Being trained by Dr. Dale Meyers, an educational and behavioral consultant, our school has established systems of social-emotional and behavioral support that enhance our school's capacity to maximize outcomes for all students. The implementation of PBIS has been instrumental in significantly improving and making a positive impact on behavioral, social-emotional and academic outcomes for all students.