

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

School Year

24-25

Date of Board Approval

June 4, 2025

LEA Name

Eel River Charter School

CDS Code:

23 65607 2330272

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 Eel River Charter School has only 3 multi-grade classrooms and 60 students. The Title I, part A allocation is spent on partial salary for one of the teacher's aides, Director of Student Achievement as funding available, and for educational supplies/materials or professional services as budgeted each year. The aides are essential to implementing the state standards in the curricula. Students are able to receive instruction in academics at their appropriate grade levels because of the classroom aides. By having a paraprofessional aide in class, the teachers are better able to differentiate instruction according to individual student needs and/or talents. In a multi grade classroom, the teachers give the aide an assignment to carry out with one of the groups of students, while the teacher instructs the other group. The aide in each classroom also ensures that the EL student receive 30 minutes or more of ELA instruction each day.

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 Eel River Charter School aligns the use of Supplemental and Concentration Grant money, with The REAP grant for Small Rural Schools, Title IV, and Title I, Part A funds to:

- Employ qualified teachers at competitive rates of pay to help ensure retention of certificated employees;
- Employ qualified classroom aides;
- Employ a 4th bilingual aide;
- Purchase cleaning supplies and custodial time;
- Maintain a safe, functional facility;
- Purchase academic curricula in core subjects;
- Purchase classroom supplies, materials, and take home materials, as needed;
- Provide for emotional support of students, as needed;
- Provide for staff professional development, literacy coaching, and learning recovery, as needed;
- Encourage parent/family involvement through family events, multi-cultural events, board membership and Site Council meetings, and family literacy trainings;
- Maintain high speed internet service on student Chromebooks hiring tech support as needed and utilizing Erate for support with service and wiring/network upgrades;
- Bring in speakers for anti-bullying messages, cultural awareness, and art/music;
- and Incentives for attendance and academic success and training for parent participation in education;

In addition, Title II, Part A funds are used for Edjoin membership to hire qualified teachers and professional development of teachers and classroom aides to improve pedagogical expertise and to inspire the teaching staff with new ideas and practices.

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.

Historically 95-98% of our students qualify for as unduplicated students in the FRPM, EL, and Foster student count.

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:

N/A as Eel River is a direct funded charter school. The Eel River Charter School is very small, with 50-70 students and 3 teachers. 95% of the students qualify as unduplicated students, so the poverty rate is school wide. Low income and minority students are part of the whole school population, so all classes are heterogeneous. Teachers are assigned to teach specific grade levels, not specific demographics. The Eel River Charter School is a single-school charter school.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• 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, Title 5, Section 80005[b]</i>)</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.

The ERCS philosophy is that parents and family, crucial to a child's universe, exert the greatest influence over that child's thinking. What parents truly honor naturally passes to their children. Recognizing this, ERCS requests families to contribute parent volunteer hours, to help the school function. There is a parent-school event each month. The ERCS Board tries to encourage parents to participate and feel welcome at their child's school.

The ERCS Board is composed primarily of parents: parents founded this school, and they form the final link in the chain of command. Depending on their interest, families will choose how they will contribute. They have done everything from administrative tasks (governing the school, negotiating property improvements, ensuring compliance with state law etc.) to planning curriculum and teaching, working in the classrooms, organizing field trips, fundraising, field trips, preparing/decorating cultural events i.e. Indian Tacos, Dios de Muertos, Día del Niños, yard work, bake sales, etc. All parents may request copies of state standards, extra teacher conferences, explanation of the curriculum, and academic help for themselves to better aid their children etc. All these requests will be honored.

A minimum of 4 parents will serve on the School Site Council (SSC) to review, update, and approve the Parent Involvement Policy, and to give input/suggestions for the LCAP and other grants as applicable. Title I parents will be personally invited to serve on the SSC, but all parents will be welcome to serve on the council. ERCS is a small community of families (about 38) in a small town. The majority of families have students who qualify for Title I. We do not (except for statistical purposes) categorize parents into Title I and non-Title I groups. To preserve confidentiality and to promote a heterogeneous environment, all parents are notified of meetings.

At the meeting of the SSC, Title I (and other) parents will decide on priorities to improve student achievement. They may review the budget proposed for the expenditure of categorical funds, including the Supplemental and Concentration Grants. They will make suggestions for school improvement, and give input regarding the LCAP goals and activities. The Literacy Coach will convene the annual School Site Council meetings to review the Parent Involvement Policy and stakeholder input for the LCAP and Federal Addendum. (For non-English speaking parents, we will attempt to have a Spanish speaking parent or teacher. We may also use Spanish speaking students as translators.)

The SSC may elect to continue its meetings for school or parenting improvement, and will be open to any parents who wish to join.

The Board is largely composed of parents. The Board, in conjunction with staff, will review student standardized test results annually and evaluate the ERCS educational program accordingly. The teaching staff presents the benchmark testing results quarterly at a public Board meeting.

Parents will have the opportunity to participate in hiring new staff, and to monitor curriculum, and give input regarding the ERCS program.

Parents will be free to address the ERCS Board with their concerns, and the Board will take appropriate action when necessary. The established complaint procedure ensures that grievances will be taken seriously and proceed toward resolution.

The families all receive a Parent-Student handbook at the start of each year and notices and reminders, along with personal contact from the teachers, reminding the parents about the importance of good attendance throughout the year. The students may be rewarded for attendance greater than 95%. The students are recognized at the awards assembly each quarter for their academic and attendance success. All of the enrollment documents and parent surveys have been translated into Spanish, which is the most common second language of our school families. Many of the other school documents and notices and the Parent-Student Handbook are also translated.

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

A minimum of 4 parents will serve on the School Site Council (SSC) to review, update, and approve the Parent Involvement Policy, and to give input/suggestions for the LCAP and other grants as applicable. Title I parents will be personally invited to serve on the SSC, but all parents will be welcome to serve on the council. ERCS is a small community of families (about 38) in a small town. The majority of families have students who qualify for Title I. We do not (except for statistical purposes) categorize parents into Title I and non-Title I groups. To preserve confidentiality and to promote a heterogeneous environment, all parents are notified of meetings.

At the meeting of the SSC, Title I (and other) parents will decide on priorities to improve student achievement. They may review the budget proposed for the expenditure of categorical funds, including the Supplemental and Concentration Grants. They will make suggestions for school improvement, and give input regarding the LCAP goals and activities.

The Literacy Coach will convene the annual School Site Council meetings to review the Parent Involvement Policy and stakeholder input for the LCAP and Federal Addendum. (For non-English speaking parents, we will attempt to have a Spanish speaking parent or teacher. We may also use Spanish speaking students as translators.)

The SSC may elect to continue its meetings for school or parenting improvement, and will be open to any parents who wish to join.

The Board is largely composed of parents. The Board, in conjunction with staff, will review student standardized test results annually and evaluate the ERCS educational program accordingly. The teaching staff presents the benchmark testing results quarterly at a public Board meeting.

Parents will have the opportunity to participate in hiring new staff, and to monitor curriculum, and give input regarding the ERCS program.

Parents will be free to address the ERCS Board with their concerns, and the Board will take appropriate action when necessary. The established complaint procedure ensures that grievances will be taken seriously and proceed toward resolution.

The families all receive a Parent-Student handbook at the start of each year and notices and reminders, along with personal contact from the teachers, reminding the parents about the importance of good attendance throughout the year. The students may be rewarded for attendance greater than 95%. The students are recognized at the awards assembly each quarter for their academic and attendance success. All of the enrollment documents and parent surveys have been translated into Spanish, which is the most common second language of our school families. Many of the other school documents and notices and the Parent-Student Handbook are also translated.

A family engagement policy was part of the school's original charter document. The founders were a group of parents who believed that parents/guardians are their children's most influential teachers and that sustained parent involvement in education contributes greatly to student achievement. ERCS has requested that parents contribute parent volunteer hours to the school. Originally, it was 2 hours per week, per child. Current policy is parent involvement in the classroom, on the school Board, in the yard-asks for parent attendance at monthly events, where parent attendance may be recorded for statistical purposes. The staff discusses parent participation strategies during the year. The school distributes the results of the state standardized tests to the parents. Parents are encouraged to discuss these results with their child's teacher. Moreover, students are given quarterly benchmark tests, and the scores are reported on the quarterly report cards so that parents and teachers can monitor student progress. These scores are also reported to the Board, while preserving individual student confidentiality. ERCS has minimum standards for students to be promoted to the next multi-grade classroom. Teachers alert parents by the end of the first quarter if their student is not on track for meeting the minimum standards. The part time Education Consultant has implemented on-line tutoring and counseling for students with extra needs. Conferences with parents will share quick academic exercises that can be done at home to help their child improve. Information for tutorial sites or practice CAASPP tests will be shared with parents. Notices about local opportunities for English language courses, GED courses and other family resources may be posted at the school. Parent participation is the reason most parents enroll their students in the school. 100% of the families respond to the parent survey and 95-100% agree that it is important to participate at their child's school, were satisfied with their student's progress, and that they have access and communication with teachers. ERCS recognizes Native American, Hispanic, and Anglo holidays with school events. Enrollment forms, school notices, and other policies are translated to Spanish. One Call Now message service delivers tests, emails, voice message reminders in English and Spanish. Parent suggestions from SSC and Board meetings are incorporated into the LCAP. Spanish translation/interpretation is used so that all parents feel welcome/their questions are answered. Special accommodations will be made for communicating with families that have accessibility needs, other special needs, migratory families, which make corresponding with the school difficult. School will meet with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school has no separate programs for neglected/delinquent students, but we are aware of community resources such as Yuki Trails, as well as Tapestry Family Services in Ukiah.

A list of targeted students is developed according to teacher observation, aide observation, and benchmark tests through the quarterly Star math and reading assessment. The aides work with those students in small heterogeneous groups, giving the underperforming students a chance to learn from other students in addition to the aide. Concepts and skills are practiced and re-taught as necessary. The teacher provides the assignments and confers with the aide frequently. Federal funds and Supplemental and Concentration grants have paid for the aides.

The school tracks each student's progress on local benchmark tests and California State Standardized testing. Student scores are tracked from year to year to assess whether instruction and interventions have been effective. It is difficult to track school improvement because ERCS's student population is too small and mobile. Therefore, the whole school results of the CAASPP tests are statistically unreliable. ERCS supplements its data on individual student progress with quarterly Star Assessments, among others, to ascertain whether students are progressing one year's level in math and ELA.

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:

Our school has no separate programs for neglected/delinquent students, but we are aware of community resources such as Yuki Trails, as well as Tapestry Family Services in Ukiah. ERCS has no known homeless students for many years. ERCS allocates only \$1 for homeless services based on the past history of no homeless students. Should ERCS have an increase in homeless students, then ERCS would use Title I and supplemental and concentration grant funding to help ensure that the students could maintain good attendance, which would give them a chance of maximizing their academic success.

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.

The school allows the local State pre-school and Head Start students to attend a visit day in mid or late May each year. This allows the young students a chance to visit the school and classroom and meet some of the staff.

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:

Student transitions are not an issue that needs special coordination. The Eel River Charter School operates under the umbrella district of the Round Valley Unified School District. The Eel River Charter School serves grades TK-6. Students who “graduate” from our school typically attend the Round Valley Unified Elementary/Middle School, which leads directly to the Round Valley 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:

N/A

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

Educational Needs

ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

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:

Our school receives no funding for Title I, Part D. This section is not relevant.

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.

New teachers are mentored by veteran teachers. Teachers meet weekly and discuss pedagogical practices and techniques and school and student issues and concerns. Teachers are studying ways to integrate technology and use online curricula in core subjects through the grades. They are instructing their classroom aides in the implementation of online curricula and assessments. ERCS is a small charter school. There are 3 teachers and 4 aides that are responsible for instruction. Since the school was founded in 1994, there has never been a principal or director at our school. The Title II funding has ranged from \$325 to \$2590 in the recent past. The school has always paid for any requested professional development from the teachers or aides. The school supports induction program requirements for new teachers and the veteran teachers support the new teachers in all areas-classroom management, CAASPP preparation and testing, curriculum development, etc. The teachers submit monthly reports for the Board meetings and share student progress, field trip and professional development requests, scheduled student and parent activities, and many other applicable items. The Board offers annual contracts to employees. The school annually compares its salaries to those of nearby school district and attempts to keep the salaries equivalent, with adjustments for experience and longevity on the salary schedule.

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:

The Eel River Charter School is providing (paying for) online instruction and requested professional development for aides and teachers, In addition, teachers help teachers to implement the online curricula in core subjects. The school maintains an Edjoin membership to aid in hiring qualified teachers when a staff vacancy arises.

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.

Ongoing quarterly benchmark tests will be supplemented by Renaissance Learning Star Enterprise assessments to focus on literacy achievement. As the teaching staff acquires more techniques in whole brain teaching, they will experiment with them to see if student engagement and mastery improve. Teachers and aides will discuss individual student progress, and use the teaching staff to brainstorm ways to improve the delivery of instruction. Teachers can also receive further instruction in trouble shooting difficulties they encounter using whole brain instruction. Teachers will supplement their reading curriculum with small group guided reading instruction, especially in the younger grades. They will seek to focus on students who struggle with basic literacy in the following school year. Teachers also confer with the Board and parents who make suggestions for academic improvement. New strategies emerge from this collaboration. As new methods are implemented, the benchmark tests can provide data about whether the methods are efficacious. The teachers at the school expect numerous informal observations through-out the year. Parents, prospective parents, peer teachers, Board members, and administrators from the sponsoring District are welcome to observe in all the classrooms and settings any time during the year, except during standardized testing. Formal observations by peer teacher(s) and possibly qualified Board members occur for new teaching staff within 90 days of hire, and for veteran teaching staff every couple of years. The afore mentioned benchmark tests and other student assessments measure student growth and will demonstrate that the teaching staff is making progress with each and every student in the school. In addition, portfolios are kept for every student, showcasing samples of student work throughout the year. The Board receives benchmark testing results quarterly for review and discussion. Stakeholder input regarding curriculum, professional development needs, teacher support, attendance, and classroom management occur at Board meetings, site council meetings, other advisory meetings, such as Indian Education, or at other public hearing, such as LCAP and budget. School satisfaction surveys of both the parents and the 4th-6th grade students are completed annually. ERCS is small enough that 100% participation is the norm. These are a great indicator of satisfaction of student progress, availability of the teaching staff and Board, strengths of the school, and methods of school-home contact on the parent survey and feelings of safety, interesting curriculum, willingness of staff to help students that need extra help with a concept, and parent participation on the student survey.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school does not receive funding for Title III, Part A. This section is not relevant.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school does not receive funding for Title III, Part A. This section is not relevant.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school does not receive funding for Title III, Part A. This section is not relevant.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school does not receive funding for Title III, Part A. This section is not relevant.

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:

A. The Eel River Charter School visits the Round Valley branch of the Mendocino County library, conveniently located across the street from the school. The students visit the library to check out reading books and the library shares its event calendar with our school for events such as story time, arts and crafts, and speakers.

B. The Title IV funds are used for Title I purposes which results in funding for part of teacher's aide salary, professional development, education materials and supplies, and professional services for tutoring, counseling, professional development.

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.

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

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 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.

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

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?

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.

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])

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?

- 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:

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