

Lea 2010-11 California Department of Education
School and District Accountability Division
use only)

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Application #	
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No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

***For school districts and
county offices of education,
mail original and two copies to:***

***California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901***

**For direct-funded charter
schools, mail original and two
copies to:**

**California Department of Education
Charter Schools Division
1430 N Street, Suite 5401
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Eel River Charter School

County/District Code: 23-65607-2330272

Dates of Plan Duration: **May, 2010 to June 30, 2011**

Date of Local Governing Board Approval:

Board Chairperson: Patrick Dennis

Address: Eel River Charter School, PO Box 218

City: Covelo, CA

Zip code: 95428

Phone: 707 983 6946

Fax: 707 983 6197

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

N/A

Printed or typed name of Superintendent
Superintendent

Date

Signature of

Patrick Dennis

May 11, 2010

Printed or typed name of Board President
President

Date

Signature of Board

**Part I
Background and Overview**

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
 (Optional)

x	<i>LEA Plan – Comprehensive Planning Process Steps</i>
x	1. Obtain input from councils, committees, and community members.
x	2. Include the LEA’s vision/mission statement, description/profile.
x	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
x	4. Analyze current educational practices, professional development, staffing, and parental involvement.
x	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
x	6. Review all available resources from federal, state, and local levels.
x	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
x	8. Obtain local governing board approval of the LEA Plan.
x	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
x	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
x	11. Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

(√)

Check all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

<i>Federal Programs</i>		<i>State Programs</i>	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	Other: Title VI, Sm. Rural Schools-REAP		

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2009-10

Please complete the following table with information for your district.

Programs	2008-9 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
Title I, Part A	0	\$27,274	\$27,274	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$934.59	\$1,398	\$1733	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	
Other (describe): Title VI, Pt. B Small Rural School-REAP		\$18,123	\$18,123	100%
TOTAL	\$934.59	\$46,795	\$47,130	

DISTRICT BUDGET FOR STATE PROGRAMS – 2009-10

Please complete the following table with information for your district.

Categories	2008-9 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education			0	
EIA – Limited English Proficient			0	
State Migrant Education			0	
School Improvement			0	
Child Development Programs			0	
Educational Equity			0	
Gifted and Talented Education			0	
Tobacco Use Prevention Education – (Prop. 99)			0	
Immediate Intervention/ Underperforming Schools Program (II/USP)			0	
School Safety and Violence Prevention Act (AB 1113)			0	
Tenth Grade Counseling			0	
Healthy Start			0	
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)			0	
TOTAL	\$934.59	\$46,795	\$47,130	

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

Environment

The Eel River Charter School (ERCS) was established as a school within the Round Valley Unified School District (RVUSD) by approval of their board on July 27, 1993 and subsequently became a California non-profit public benefit corporation in April 2001. ERCS has maintained a close relationship with RVUSD, participating in certain district programs (home-to-school transportation, and the school lunch program for instance), as well as contracting with RVUSD for accounting services. ERCS' Charter has been renewed until June, 2014, and the Memorandum of Understanding with RVUSD is in effect until June, 2014. ERCS is direct funded, and elected to receive Categorical Program Funding for the first time in 2004-5.

The Eel River Charter School is located in a small, very remote valley in the northeastern mountains of Mendocino County and serves approximately 57 students, 41% of whom are Native American, 11% of whom are English Language Learners, and 4% of whom are Black. The local economy is depressed, with few opportunities for employment other than ranching and small-scale agriculture. 100% of our students qualify for the free lunch program. Round Valley is home to the largest and oldest Native American Reservation in California. A very small percentage of valley residents have attended college; even fewer have graduated.

Mission

ERCS' mission is summed up in our mission statement: *Working with families in community through holistic teaching to develop educated, responsible, compassionate people.* The Eel River Charter School's mission is to develop students who are competent, confident, productive and responsible young adults, who will possess the habits, skills and attitudes to succeed in school, and who will be offered the challenge of a post-secondary education and satisfying employment. In addition, the mission is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning. To that end, families are expected to contribute a minimum of 2 hours per week per child to the running of the school. (See Parent Involvement Policy, the school's Charter and the Annual Program Audit which describe the school's philosophy, governance and educational practice.)

Classes have a low student-teacher ratio (approximately 15-1). The school operates without a principal and administrative staff is kept to a minimum in order to direct as much funding as possible into the classrooms. The school is governed by a Board composed of parents and community members.

STAR Scores

ERCS' annual API scores exceed those of the surrounding district. In 2008-9, the API Score was 623. (See SARC report for more detail.) According to 2008-9 STAR scores, approximately 36% students scored at or above proficient in math, and 24% in English. Each year, a list of targeted students, who score less than proficient in English Language, Math, or both, is presented to the teachers and the aides. Teachers of grades K-2 add students to this list, based on their observations of student performance in the classroom. Therefore, 74% of ERCS students were targeted for assistance for 2009-10.

Local Measures of Student Performance

(other than State-level assessments)

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Assessment Tools for grades K-1:

Yopp-Singer Test of Phonemic Awareness

Marie Clay observation survey, letters and sounds

Dolch list: High frequency words

Words Their Way: Developmental Spelling Assessment

Fountas and Pinnell: Reading Assessment with Retell and Assessment

Assessment Tools for Grades K-8:

Student portfolios

Qualitative Reading Inventory II (Leslie and Caldwell) grades 2-5; our goal is to use this assessment school-wide

Teachers' daily class records (tests and assignments) K-8 in all subjects

Quarterly report cards, including checklists that align with state standards in grades K-5

Minimum Standards for promotion grades K-8

Assessment Tools for Grades K-8 (continued)

Complete Assessment Battery (CAB) from EDU-Therapeutics for individual students (K-8) with obvious learning inefficiencies in the processing of information. (administered by staff certified in Dyslexic Remediation)

Receptive Expressive Observation, a test from Edu-Therapeutics to measure digit span (verbal and auditory) used for individual students

Scholastic Reading Counts quiz scores, grades 2-5

STAR testing

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Teacher recruitment, hiring and evaluation will focus on the standards. All teachers will be supplied with copies of the state standards</p> <p>all report cards will be aligned with state standards K-8</p> <p>all math textbook and supplemental materials align with state standards; Scott Foresman Envision Math adopted for grades k-5 to be implemented over several years</p> <p>new staff will read the curriculum/standards matrix and update it if necessary for all grades to align curriculum with state standards</p>	<p>All certificated staff</p> <p>ongoing</p> <p>fall 2010</p>	<p>purchase of consumables or workbooks, texts and auxiliary materials</p>	<p>\$4K-6K</p>	<p>Title I or REAP if funds permit</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons involved</p>	<p>Related expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>2. Use of standards-aligned instructional materials and strategies: Teachers will avail themselves of training or time to become familiar with new math curriculum; possible peer in service</p> <p>mathematics teaching will be enhanced by hands-on projects aligned with state standards</p>	<p>All teachers</p> <p>Ongoing project</p>		<p>Salary and benefits</p>	<p>Title I if funds permit</p>

<p>students 1-8 will pass timed math fact tests in order for promotion to the next grade</p> <p>make use of math software with the ability to track individual student progress and to allow for differentiated learning</p> <p>use of math websites, supported by increased number of computers and web accessibility</p> <p>students and/or parent volunteers/ aides will be used as tutors within the classroom when appropriate</p> <p>biennial science fair: applications of the metric system/ practice of measurement in science instruction</p> <p>graduation requirements have been extended to include student produced spreadsheets and graphs in math</p> <p>attempts will be made to upgrade the broadband internet service which has been dysfunctional during the 2009-10 school year</p>	<p>2010-11</p> <p>Parents, students, teachers, ongoing</p> <p>ongoing</p> <p>2010-2011</p> <p>Junior high teacher</p> <p>ERCS business manager</p>	<p>Erate charges</p>		
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons involved/timeline</p>	<p>Related expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>3. Extended learning time:</p> <p>Title I aide will work with low achieving students individually and in small heterogeneous groups, will also oversee physical activities in the yard before school</p> <p>Classroom aide will help in grades k-3 with math instruction</p> <p>high achieving students will work with low achieving students when appropriate</p>	<p>Certificated staff and Title I aide</p>		<p>Salaries</p> <p>salary</p>	<p>Title I</p> <p>REAP funds</p>

<p>possible fundraisers to purchase refurbished laptops or netbooks to be checked out to students who lack computers at home</p> <p>classroom aide/ parent volunteers will tutor individual students to master assignments</p> <p>students may avail themselves of services delivered by Homework Huddle, a community based group</p> <p>special tutor will work with individual students or very small groups to increase information processing ability. Specific activities will be recommended by the dyslexia remediation specialist, according to results of CAB testing , teacher observation, and/or STAR scores</p> <p>increased access to educational materials through computer software and online programs</p>	<p>Parent volunteers, junior high teacher</p> <p>Round Valley Ministries</p> <p>Director of Student Achievement</p> <p>Tech committee</p>		<p>Only if funds are available</p>	<p>Title I</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons involved</p>	<p>Related expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>4. Increased access to technology</p> <p>Attempt to improve broadband width for student access to educational websites</p> <p>Implement purchased software designed for dyslexic students and for enrichment and differentiated learning</p> <p>purchase of high-quality instructional software for guided instruction, especially in Envision</p>	<p>tech support person, business manager, spring and fall 2010</p> <p>fall and winter 2010-11</p> <p>ongoing</p>		<p>4-6K</p>	<p>Erate funds</p> <p>REAP</p>

<p>use of instructional math related websites</p> <p>hire someone on an hourly basis to maintain and trouble shoot computers</p> <p>some of the teachers will learn to set up digital recording equipment, video camera, sound system etc.</p>	<p>ongoing as Internet access permits</p> <p>ongoing</p> <p>Tech committee, fall 2010</p>	Tech support	\$1,000	Gen funds
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons involved</p>	<p>Related expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>staff will collaborate at weekly meetings to ensure quality implementation of standards based materials, especially Envision curriculum</p> <p>staff will be advised of free online courses in professional development through the Annenberg Foundation in collaboration with Harvard and the Smithsonian</p> <p>staff will receive online training through Ctap about cyber safety, fair use and copyright</p> <p>beginning teachers will participate in the BTSA program, which</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2010-11</p> <p>2009-11</p>	<p>free</p>		<p>Title II</p>

<p>includes peer to peer feedback</p> <p>Teachers will seek training in differentiated learning instruction; teachers will observe teachers in other schools, but only if funds are available</p> <p>Teachers will develop an informal teacher to teacher peer assessment and review that assists in promoting instructional effectiveness</p>	<p>Spring and fall 2010</p> <p>2009-2011</p>			<p>Prof. Dev. funds</p> <p>Prof. Dev. funds</p>
Description of Specific Actions to Improve Education Practice in Mathematics	Persons involved	Related expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents will commit by contract to helping the school for a minimum of 2 hours per week per child</p> <p>STAR test results will be delivered to parents in person by the teachers, who confer with them about the results</p> <p>SARC will be posted publicly</p> <p>School Site Council, composed primarily of Title I parents, will approve the annual SPSA and the Parent Involvement Policy annually. They will review the LEA plan annually</p> <p>School Site Council, teachers, and ERCS Board will review the STAR results annually; results will be forwarded to RVUSD</p> <p>SPSA will be developed annually with input from the School Site Council. It will approved by the ERCS Board (composed</p>	<p>Parents</p> <p>Office Manager, teachers Fall annually</p> <p>Business Manager</p> <p>ERCS Board, SSC</p> <p>Teachers, parents, ERCS</p>	<p>volunteer</p> <p>Staff salaries and benefits</p> <p>Director of Student Achievement</p>	<p>Salary</p>	

<p>kindergarten child; participate in First 5 meetings</p> <p>Homework Huddle available three times a week, through the Youth Ministries of Round Valley</p> <p>Provide interested parents with math texts, opportunities to attend ERCS math classes, and/or tutoring by teachers so that they can help their children, especially in the upper grades</p> <p>Provide opportunities for interested parents to learn simple “CAB”activities to help students with special learning styles</p> <p>Provide graduating students with an opportunity for orientation to the local high school</p> <p>Vision and hearing screening</p>	<p>ongoing</p> <p>teachers checking out texts to parents</p> <p>Special tutor or Director of student achievement/release time</p> <p>Counselor/ Principal RVUSD HS</p> <p>RVUSD</p>	<p>Free</p> <p>free</p>		
Description of Specific Actions to Improve Education Practice in Mathematics	Persons involved	Related expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>review individual and group data, course grades, lesson plan books, portfolios and test scores</p> <p>reassess the curriculum and update as necessary to achieve goals</p> <p>teachers, ERCS Board and SSC will review STAR data and API scores to evaluate curriculum/pedagogical practice and make</p>	<p>ERCS Board, teachers</p> <p>ongoing</p>			

<p>changes accordingly</p> <p>Tech Plan, LEA Plan, and Single Plan for Student Achievement will be evaluated annually</p> <p>Annual parent survey/questionnaire to assess parent satisfaction and pinpoint areas for improvement</p>				
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons involved</p>	<p>Related expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Low achieving students (selected according to teacher observation) in grades K-2 will receive tutoring</p> <p>Students in grades 2-8 scoring less than proficient on STAR tests will receive tutoring in small heterogeneous groups with an aide</p> <p>Low achieving students will receive instruction in study skills</p> <p>Parents who are interested will be given instruction in CAB activities.</p> <p>Targeted students (K-8) will participate in remediation activities designed to increase mental efficiencies specific areas such as attention, memory, listening etc. (diagnosed according to CAB results and/or teacher observation)</p> <p>Differentiated learning addressed through specialized software designed to target individual student levels; software with record keeping possibilities for students grades 2-8</p>	<p>Teachers, aide</p> <p>Aides, teachers</p> <p>Aides, teachers</p> <p>Director of Student Achievement Teachers</p> <p>Special tutor only if funding is available</p> <p>Teachers and tech committee</p>	<p>Parents, special tutor, classroom aide</p> <p>Release time CAB activity materials</p>	<p>Salaries</p> <p>\$1,000</p> <p>\$500</p>	<p>Title I REAP</p> <p>REAP</p> <p>Gen. funds</p>

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Teacher recruitment, hiring and evaluation will focus on the standards. All teachers will be supplied with copies of the state standards</p> <p>all report cards will be aligned with state standards K-8</p> <p>teachers will make use of the internet to find lessons that align with state standards</p> <p>all textbook and supplemental materials align with state standards</p> <p>curriculum/standards matrix to align curriculum with state standards will be updated as necessary</p> <p>specific instruction for vocabulary development will be implemented in grades 2-8 to increase reading comprehension (Wordly Wise 3000 curriculum)</p> <p>Quality Review II reading assessment for students 2-8</p> <p>Research paper required of students in 4-8th grade classes</p> <p>Use of grade appropriate word lists for decoding to develop automaticity</p> <p>Order Zoophonics for grade K</p>	<p>All certificated staff</p> <p>2010-11</p> <p>Ongoing project</p> <p>ongoing</p> <p>ongoing</p> <p>Spring-fall 2010-11 2-8th grade teachers</p> <p>Ongoing, grades K-8</p> <p>Grades 1-5</p> <p>2009-10</p>	<p>Possible purchase of new textbooks or workbooks in 6-8th grade</p> <p>Purchase of workbook for 8th grade</p>	<p>\$1500</p> <p>\$4000</p>	<p>Instructional Realignment Funds</p> <p>REAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons involved, timeline	Related expenditures	Estimated cost	Funding source
<p>2. Use of standards-aligned instructional materials and strategies: the teaching of reading and language arts will be enhanced by hands-on, interdisciplinary projects aligned with state standards</p> <p>students 1-8 will establish and meet individualized reading goals for reading comprehension in Scholastic Reading Counts quizzes - Reading Counts will be set up in all classes</p> <p>students will be used as tutors within the classroom when appropriate</p> <p>Microsoft Office will be available for the junior high classroom</p> <p>Make use of software which reads to students with dyslexia, possible training in the use of this software</p> <p>Utilize the reading/literature software course for junior high</p> <p>Research and purchase ELA (Houghton Mifflin) curriculum for grades K-3</p> <p>Purchase language curriculum for junior high, as funding allows</p> <p>Regular use of the Round Valley Public Library</p>	<p>All teachers</p> <p>Ongoing project</p> <p>ongoing</p> <p>fall 2010</p> <p>spring and fall 2010</p> <p>spring-fall 2010</p> <p>spring-fall 2010</p> <p>ongoing</p>		<p>Salary and benefits</p> <p>\$3,000</p>	<p>REAP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons involved, timeline	Related expenditures	Estimated cost	Funding source
<p>3. Extended learning time: Title I aide will work with low achieving students in small heterogeneous groups</p> <p>high achieving students will work with low achieving students when appropriate</p> <p>classroom aide/ parent volunteers will tutor individual students as necessary</p> <p>aide or parent volunteer, if available, will work with individual students or very small groups to increase information processing ability. specific activities will be recommended by the dyslexia remediation specialist according to results of CAB testing and/or teacher observation</p> <p>CELDT students will receive English language instruction at their level, as required by law, 30 minutes daily</p> <p>Purchase of Language for Learning curriculum from SRA</p> <p>Students may avail themselves of services delivered by Homework Huddle, a community based group</p> <p>Possible fundraiser for laptops to be checked out by students who lack computers at home</p> <p>Classroom aide will help in grades k-3 with language instruction</p> <p>Increased instructional opportunities for differentiated learning through computers in classroom</p>	<p>Certificated staff and Title I aide</p> <p>Director of Student Achievement</p> <p>Title I aide or English Language Tutor</p> <p>2009-2010</p> <p>Junior high teacher parent volunteers</p>		Salaries	Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons involved, timeline	Related expenditures	Estimated cost	Funding source
<p>4. Increased access to technology:</p> <p>use of computers in grades 2-8 for educational computer games and coursework</p> <p>use of high-quality instructional software for guided instruction</p> <p>use of assistive technology (Kurzweil) in grades 2-8</p> <p>use of the internet in grades 4-8 for research projects</p> <p>Scholastic Reading Counts computer quizzes for grades 1-8</p> <p>Use websites for vocabulary games, history research, Webquest</p> <p>hire someone on an hourly basis to maintain and trouble shoot computers</p> <p>purchase recorded books (or perhaps use older students to record them for younger)</p> <p>possible parent fundraiser for refurbished laptops to be checked out to students without computers at home</p>	<p>ongoing</p> <p>teachers</p> <p>ongoing</p> <p>Spring 2010</p> <p>ongoing</p> <p>Tech Support</p> <p>Junior high teacher, ERCS Board</p>	<p>Tech support</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons involved, timeline	Related expenditures	Estimated cost	Funding source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>staff will collaborate at weekly meetings to ensure quality implementation of standards based materials</p> <p>staff will be advised of free online courses in professional development through the Annenberg Foundation in collaboration with Harvard and the Smithsonian</p> <p>teachers will receive free or low cost training through Ctap on cyber safety, fair use, and copyright; possible course on Internet and cell phone safety</p> <p>Teachers will develop an informal teacher to teacher peer evaluation process that assists in assessing instructional effectiveness; teachers observe their peers as part of BTSA training</p> <p>Teachers to observe peers in other schools</p> <p>Teachers to receive training or buy software to improve the school website, including uploading of exemplary student work</p>	<p>Ongoing</p> <p>2010-11</p> <p>spring 2010 and ongoing teachers jr. high teacher</p> <p>2010-11</p>		<p>Sub pay for release time</p> <p>\$600</p> <p>\$300</p>	<p>Professional development funding</p> <p>Professional development funding</p> <p>Gen funds</p>

<p>Parents and Board will be kept abreast of the curriculum covered in each classroom at parent conference times (tri-annually)</p> <p>Annual questionnaires for parents will indicate areas of satisfaction and areas for improvement</p> <p>Whole school themes, such as People around the World, to unify the school and families</p> <p>Teachers to receive training or buy software to improve the school website, including uploading of exemplary student work</p> <p>Improvement of phone system to all phone to ring in teachers' rooms after school</p> <p>Possible parent/ student newsletter</p>	<p>Teachers and students</p> <p>Office manager</p> <p>As new teachers become more comfortable with curriculum</p> <p>Tech committee, 2011</p> <p>business manager, 2010</p>		<p>\$500</p>	
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Description of Specific Actions to Improve Education Practice in Reading	Persons involved, timeline	Related expenditures	Estimated cost	Funding source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Build an ongoing relationship with the local Headstart to encourage preschool parents to consider ERCS as a possible placement for their kindergarten child</p> <p>Homework Huddle available three times a week, through the Youth Ministries of Round Valley</p> <p>Allow students to check out books from classroom libraries when appropriate. Use the Round Valley Public Library, the ERCS library, the Round Valley Elementary School Library to encourage reading</p> <p>Provide graduating students with an opportunity for orientation to the local high school</p> <p>Vision and hearing screening</p> <p>Possible parent newsletter</p>	<p>Round Valley Youth Ministries</p> <p>ongoing</p> <p>RVUDS Teachers and students</p> <p>RVUSD</p>	<p>Release time</p> <p>Principal RVUSD HS</p>	<p>\$200</p>	<p>Substitute teacher funds</p> <p>free</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons involved, timeline	Related expenditures	Estimated cost	Funding source
<p>8. Monitoring program effectiveness:</p> <p>review individual/ group data, course grades, portfolios & test scores</p> <p>BTSA participation requires reflective self feedback</p> <p>Tech Plan, LEA Plan, and Single Plan for Student Achievement will be evaluated annually</p> <p>reassess the curriculum matrix and update as necessary to achieve goals</p> <p>teachers are engaged in self evaluation continually, and use the staff meetings to collaborate on instructional strategies</p> <p>School Site Council and teachers will review STAR data and API scores to evaluate student progress</p> <p>Annual parent survey</p> <p>Annual program audit delivered to RVUSD</p>	<p>New teachers, support provider</p> <p>Teachers ERCS Board SSC, and Tech Committee</p> <p>ongoing</p> <p>ongoing</p> <p>fall</p> <p>ERCS Bd, Business manager, teachers</p>		<p>Salaries</p> <p>volunteer</p>	

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Low achieving students (selected according to teacher observation) in grades K-2 will receive tutoring</p> <p>All CELDT students will receive at least 30 minutes of English language instruction as required by law</p> <p>Students in grades 2-8 scoring less than proficient on STAR tests will receive tutoring in small heterogeneous groups with an aide</p> <p>Targeted students (K-8) will participate in remediation activities designed to increase mental efficiencies specific areas such as attention, memory, listening etc. (diagnosed according to CAB results and/or teacher observation)</p> <p>Differentiated learning through technology- with increased access to computers and a variety of educational programs in math and language, students' needs can be addresses. These programs include record keeping abilities to track individual student's progress</p> <p>Increased graduation requirements for 8th grade: spreadsheet, graph, and power point presentation</p> <p>ELL software will be purchased and used in classrooms for English Language Learners, in addition to their tutoring time.</p>	<p>Director of Student Achievement Teachers Hire special tutor-only If funds are available</p> <p>Ongoing</p> <p>Director of Student Achievement and teachers</p>	<p>Release time CAB activity materials</p>	<p>Salaries</p> <p>\$1000—possible extension of hours from parent fund</p> <p>\$500</p>	<p>Title I</p> <p>Title I</p> <p>REAP funds</p> <p>Title I funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons involved, timeline	Related expenditures	Estimated cost	Funding source
<p>10. Any additional services tied to student academic needs: CAB testing, SST meetings as necessary Field Trips School newsletter/ yearbook Plays, Variety Show Script reading in history Essays Partner reading Student authored published books/published classroom writing Science fair Study and implement Spark P.E. curriculum, and purchase equipment to encourage the healthy mind-body connection for higher academics</p>	<p>Teachers, parent volunteers Winter 2011</p>	<p>equipment</p>	<p>\$500</p>	<p>One time block grant for P.E.</p>

Performance Goal 2: All limited English Proficient students will become proficient in English and reach academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

All LEP students are given the CELDT test in the fall annually to determine individual progress and pinpoint individual needs. According to the results, LEP students are grouped according to proficiency, and receive English language instruction for at least 30 minutes daily, using the Language for Learning curriculum (SRA) and other ELL resources, such as software or teacher created curriculum. Instruction is provided by an aide or a teacher.

Performance Goal 3: *By 2010-11, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>100% of our teachers are fully credentialed.</p> <p>100% of our teachers are highly qualified.</p> <p>2 new teachers are participating in the BTSA program, along with their support provider.</p> <p>New and veteran staff are supported in weekly faculty meetings where all pedagogical issues are discussed, from curriculum to classroom management to interdisciplinary, cross age activities. The staff meets for 2-4 hours. (A professional evaluator from another school district studied ERCS and encouraged teachers to focus on instructional practices during staff meetings.)</p> <p>The classroom aides have been here for many years and make a noticeable difference in student achievement. All aides are NCLB compliant.</p> <p>ERCS offers 5 days of quality paid time for the faculty's in house professional development : 3 days of pre-school activities are allocated for group training, collaboration and planning, and grade /subject level curriculum preparation. 2 days of post-service activities allocated for formative and summative assessment, planning, collaboration, and evaluation.</p> <p>Teachers are using online sources for professional development, and will receive training in cyber safety and fair use.</p>	<p>We lack the funds to pay teachers what they are worth. Underpaid teachers are discouraged and feel unappreciated.</p> <p>Covelo's isolation makes professional development difficult; however, online education courses make it possible for Covelo residents to take courses without spending inordinate amounts of time in travel.</p> <p>There is a need for an aide in the junior high classroom where 3 grades are taught and the enrollment is higher than in previous years. ERCS had to replace an unsatisfactory teacher with a new hire in the middle of the school year, resulting in a difficult transition period.</p> <p>Budget cuts due to CA deficits may restrict the hours of aide time in the classroom.</p>

Performance Goal 3: *By 2009-10, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are <i>aligned</i> with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>5 days of pre and post school collaboration focus on the standards-based, written, taught, and assessed curriculum. All professional courses taken are aligned with State standards or State mandates.</p> <p>.</p> <p>k-8 teachers will receive training in assistive software (Kurzweil, Crick, ELL software)</p> <p>All teachers will receive training in cyber safety and copyright</p> <p>All teachers will develop a peer to peer assessment system</p> <p>Release time will be available for teachers to observe other teachers in different schools</p> <p>Teachers will make use of Ctap website and its links for professional development in technology, for assistance in researching state approved instructional software, and for finding approved educational websites through “Educational Hotspots”</p>	<p>Certificated staff and aides</p> <p>2010-11, Director of Student Achievement</p> <p>BTSA program</p> <p>2010</p>	<p>Staff time</p> <p>Release time</p>	<p>Staff salaries and benefits</p>	<p>General LEA funds</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of <i>scientifically based research</i> and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Edu-Therapeutics (the CAB and REO test, and recommended activities) are based on research that demonstrates that learning inefficiencies are often due to problems in cognitive processing: attention, memory, visual and auditory perception, executive function in areas of the brain. Current brain research indicates that pathways can be established for the processing of information.</p> <p>Hands on projects are in keeping with Howard Gardner’s theory of multiple intelligences. These applications of academic skills target students with varied learning styles and abilities. Hands on activities are multi-sensory; multi-sensory activities reinforce the neurological pathways for necessary for memory according to current brain research. and reinforce academic concepts</p> <p>Psychologists agree that family support is crucial to children’s success in education</p> <p>Research cited in the WestEd Knowledge Brief supports differentiated instruction through technological resources</p> <p>Constructivist theory states that students learn by constructing meaning through their experiences, which would include projects, hands on activities, and presentations</p> <p>Low teacher-student ratio maximizes learning potential, as recognized by the state of California in implementing class size reduction</p>	<p>Certificated staff and aides, ongoing</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to <u>eliminate the achievement gap</u> that separates low-income and minority students from other students:</p> <p>Weekly staff meetings begin with a focus on students that ensures all staff share insights and strategies to determine how the instructional program will meet all needs. Gap closing strategies for sub-groups will be addressed. Teachers and aides will have access to activities to strengthen information processing skills in students with learning inefficiencies.</p> <p>Increased technological expertise will enhance classroom instruction and makes computer literacy available to students who lack computers in their homes. Software purchased provides differentiated instruction and tracks individual student progress</p> <p>training for recording of student productions enables teachers to capture creative activities and enhance students' self esteem</p> <p>Training of special tutor and parents helps students with specific information processing difficulties</p> <p>Parents participate in the classrooms, strengthening the bond between school and home for the students, and demonstrating the parents' desire for their children to succeed academically</p>	<p>All staff</p> <p>ERCS teachers, ongoing</p>	<p>Parent and student volunteers</p>	<p>Special tutor</p>	<p>REAP funds</p> <p>Title V, only if funds are available</p>

<p>4. How the LEA will <i>coordinate</i> professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>All professional development activities support staff-defined priorities, including knowledge of academic subjects, instructional strategies, state standards, instructional practices that involve collaboration, special needs students, student behavior interventions, parent involvement and improvement of classroom practice and student learning.</p> <p>Teachers may be given release time for short courses approved by ERCS Board</p> <p>Teachers are encouraged to enroll in online courses to avoid time-consuming traveling. Teachers will be reimbursed for professional development courses if possible</p> <p>Release time will be made available for teachers to observe other teachers in different schools</p> <p>Use of Ctap and MCOE to provide tech training and resources</p> <p>All new teachers participate in the BTSA program</p>	<p>All staff Ongoing</p> <p>Only if funding is available</p> <p>Release time</p>	<p>Travel, tuition, sub time</p>	<p>Salaries and benefits</p> <p>\$600</p> <p>\$600</p> <p>Substitute teacher pay</p>	<p>Title II, Part A</p> <p>Title II</p> <p>Prof. Dev. Funds</p> <p>Prof. Dev. Funds</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) <i>needs</i> of teachers and principals will be met:</p> <p>Weekly collaborative time to monitor progress on standards, ways to incorporate them into holistic learning, and classroom management</p> <p>New teachers will have the opportunity for mentoring and peer observation, assigned mentor if necessary, sub time for travel to exams or courses etc.</p>	<p>All certificated teachers</p> <p>ongoing</p>	<p>Release time</p>	<p>\$600</p>	<p>Title II</p>

<p>In-service days in August and June allow time for teacher self evaluation and conferencing about best practices</p> <p>teachers will share literature, websites, and curricula that they find useful</p> <p>teachers will receive training on Internet safety, fair use, and piracy</p> <p>new teachers participate in the BTSA program which involves self assessment</p>	<p>pre and post - teaching days</p> <p>2009-11</p>		<p>salaries</p>	<p>General LEA funds</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. How students and teachers will have increased access to technology; and how ongoing <i>sustained professional development</i> for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Laptops are available for teacher use; all classrooms will have several operable computers, new educational software and internet access</p> <p>Kurzweil and other educational software will enable dyslexic readers and writers to stay abreast of assignments</p> <p>Students grades 2-8 will use computers for research and reading quizzes</p> <p>Laptops will be connected by cable to the TV screen, allowing for class instruction using internet sites and cd roms</p> <p>Tech support is available on an hourly basis as needed</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have <i>collaborated in the planning</i> of professional development activities and in the preparation of the LEA Plan:</p> <p>Teachers, business manager, SSC and ERCS Board discuss expenditures and agree upon desired training. The Tech Committee gives input into tech requirements that need to be met in professional development. The first draft of the SPSA and the LEA are submitted to the SSC, the ERCS Board and the teachers for amendments and approval. Parents make suggestions in their annual questionnaires The Board meets monthly regarding school development and advises as necessary Parents may address the ERCS Board with concerns/requests at any regular Board Meeting.</p> <p>8. How the LEA will <i>provide training</i> to enable teachers to:</p> <ul style="list-style-type: none"> ○ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <p>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <ul style="list-style-type: none"> ○ Involve parents in their child’s education; and ○ Understand and use data and assessments to improve classroom practice and student learning. <p>Teachers share the knowledge of their training in teaching techniques for students with learning disabilities. STAR preparation materials are available in all classrooms Teachers will continue to refine and update the curriculum matrix as a guide to incoming teachers and as a reference for parents</p>	<p>Parent advisories School Site Council</p> <p>ERCS Board</p> <p>All staff ongoing</p>	<p>Funds already included</p>	<p>General LEA funds</p> <p>General LEA funds</p>	

<p>Teachers develop thematic units to allow for extended learning opportunities for gifted students, hands-on opportunities for challenged students</p> <p>A system of whole school conflict resolution needs to be emphasized because of teacher turnover in the last few years</p> <p>Parent volunteers provide support in the classroom and on the school yard to ensure a safe learning environment. Parents are required to commit 2 hours per week, per child. Many parents contribute more hours to the successful running of the school.</p> <p>New teachers participate in the BTSA program for 2 years, with the support of the ERCS Bd.</p>				
<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The LEA will pay for staff time for trainings outside the school calendar such as p.e. training, CAB training, and technological training</p> <p>The LEA will pay for release time for teachers to observe other master teachers in different schools</p> <p>The LEA will honor requests from teachers to further their professional development and will strive to support their needs if sufficient funding is available.</p>	All staff			Title II

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Although the LEA allocates its own funds for a safe, drug-free environment that is conducive to learning, the LEA does not receive Title IV, Part A funds; this section is not applicable.

STRENGTHS	NEEDS
Whole school rules for communication to promote Non-violence	New teachers and staff need to enforce the rule that an individual student must tell another student who is bothering him/her to stop the behavior. If that intervention does not work, the student needs to get help from an adult.
Student written rules	Review established student created rules of conduct with the student body <u>and families</u> on an annual basis
Education of the whole child	ensure that all students sign the school behavioral contract yearly
Class problem solving of behavioral issues	have parents and teachers sign the parent-teacher contract annually
Cross-age activities and tutoring (partner reading, morning play period)	more community service
Family supported school and small class sizes	100% parent involvement
Newly finished kitchen for lunch and science classes	Funding to run the school given the new cuts in government spending
All students and staff know each other	Need to update the school handbook and employee handbook to make sure they are in agreement with the policies of the school
Frequent communication between teachers and parents	
Education about the effects of drug addiction for 4-8 th grade	
Referrals to the ERCS Board regarding students whose behavior is unsafe	
School handbook updated	
Search policy implemented	

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address

students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Needs and Strengths Assessment (4115(a)(1)(A)):

ACTIVITIES

School wide rules are:

- 1) Be safe, physically and emotionally
- 2) Do your best
- 3) The Golden Rule- treat others the way you would like to be treated

Students are taught self assertion and non violence techniques for personal problem solving

Students sign contracts agreeing to high level of conduct and attendance

Families involved in students' education

Family atmosphere, small class sizes

individual student conferences when necessary to promote group cohesiveness and sensitivity to others' reactions

Teachers will be able to share insights about individual students since each teacher will teach each student during class switch next year (2010-11)

Minimum standards published for student promotion increase student self confidence

Examples of motivational activities include:

Attendance awards; citizenship awards, homework awards, recognition for parents who fulfill their parent hours in a timely way

Variety shows, theatrical productions

Sharing of the yard at recess

Whole school games in the morning

Student projects

Gardening

Music

Art

Community service

Educational field trips

Library and bookmobile

Book publishing

Christmas Faire

Parents in the classroom

Parent supplied snacks for students

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>Discussion of drugs Build self confidence through academics, social interaction and activities Build on student interests Nutrition training Student gardening Organized p.e. Encouraging students to develop personal interests, and giving them the skills to pursue them, or the time to share them (i.e. Variety show, class sharing) Minimum standards for promotion Newly finished kitchen for lunch service and for science classes</p>	<p>Better sports program More parent volunteers to teach specific sports Greater access to counseling Finish our kitchen project to enable students to have another hands-on activity center Funding to offset major budget cuts by the state Better yard facility—p.e. equipment Increased funding, especially for uniform curriculum for the whole school</p>

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Since ERCS serves only K-8, activities have been limited to ensuring that eighth grade students are properly prepared for high school, and to tracking (informally) progress thereafter.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	ERCS meets with the high school principal to provide an introductory day at the high school to help transition 8 th grade students from ERCS to the high school. Graduated students report that ERCS foundation in education helped them pass the CAHSEE	all	staff	100% of students graduate	General LEA funds
5.2 (Dropouts)	ERCS monitors attendance and works closely with families to ensure proper placements in K-8. ERCS academic assignments help to establish appropriate study habits early in life	all	All staff	The LEA maintains an excellent ADA to enrollment ratio.	General ADA funds
5.3 (Advanced Placement)	Not applicable in K-8 setting	N/A	N/A		

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

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

Poverty criteria are based on eligibility for free and reduced price lunch. The LEA is a non-profit corporation operating a single K-8 school with 100% of the students receiving free and reduced meals; this section is not applicable.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Teachers, SSC, Special Tutor, Title I Aide, classroom aide, The ERCS Board, parents, and the Director of Achievement review annual STAR scores. A list is made earmarking students for specific help in instruction. In addition, students with special needs are given specific activities to develop their weaker areas of cognition.

Please provide a general description of 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 in community day school programs, and homeless children.

At present, ERCS does not serve children in the population described above.

The LEA is a non-profit corporation that operates one charter school which provides educational services to all interested students in grades K-8 up to the school's capacity.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

The LEA is a non-profit corporation that operates a single charter school. Since the inception of NCLB legislation, ERCS has never been designated as a Program Improvement school. However, since ERCS didn't meet its academic goals in the previous school year, 2008-9, unsatisfactory teachers have been removed from the school and replaced teachers more committed to the academic process.

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

The LEA is a non-profit corporation that operates one charter school as an additional public school choice in our isolated district.

Additional Mandatory Title I Descriptions
(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

Title I goals are supported by a needs assessment of staff to determine what training needs are identified to support staff implementation of the goals. The SSC and teachers determine needs, research is conducted on the best way to meet those needs, and the Board approves the action to provide the specified professional development. In addition individual teachers choose courses according to their needs.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The LEA is a non-profit corporation that operates one charter school. It routinely coordinates and integrates educational services in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

Patrick Dennis

Print Name of Superintendent

Signature of Superintendent

May 11, 2010

Date