

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

LEA name: Eel River Charter School

CDS code:

23-65607-2330272

Link to the LCAP:
(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and
Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

all applicable programs here.
Title I, Part A, Improving Basic Programs of LEAs
Title II, Part A, Subpart 2, Improving Teacher Quality
Title IV, Part A Student Support and Academic Gains

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The Eel River Charter School has only 3 multi-grade classrooms and 42 students. The Title I, part A allotment is spent wholly on highly qualified classroom aides who are skilled as teaching assistants for small groups of students. These 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 an extra teacher, our paraprofessional aides, in class, the teachers are more able to differentiate instruction according to individual student needs and/or talents.

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, and Title I, Part A funds to:

Employ qualified classroom aides

Purchase online academic curricula in core subjects

Maintain Internet service on student chromebooks using Technology Support.

In addition, Title II, Part A funds are used for 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
<p>1112(b)(1) (A–D)</p> <p><i>A. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</i></p> <p>B. All classroom teachers have written copies of California State Standards in English, math, history and science. They refer to these when choosing instructional materials and developing curriculum, so that curriculum is aligned with materials.</p> <p>ERCS has adopted the Pearson Realize curriculum (Envision) in math with textbooks and online programs for all classrooms, in alignment with the California State Standards. The implementation of California State Standards rests with teachers, who are encouraged to use flexibility and variety in the ways that California State Standards are implemented. Teachers use Houghton Mifflin Medallion series for ELA, and supplement with a variety of reading and language arts materials.</p> <p><i>B. identifying students who may be at risk for academic failure;</i></p> <p>A list of targeted students is developed according to teacher 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. Categorical funds and Supplemental and Concentration grant funds have paid for the aides.</p> <p>Each student's progress on local benchmark tests, purchased with categorical funding, 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.</p> <p><i>C. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;</i></p> <p>ERCS has a small student teacher ratio of 14:1. Including 3 full time aides, this ratio is reduced to a student: instructional adult ratio of 7:1. The curriculum includes hands-on and thematic applications of skills when possible. Classrooms have multiple grades and cross age activities. There is an aide in the classrooms so that students can receive small group instruction. Students in each class have access to online enrichment or remediation programs. Targeted students receive extra help in class in</p>	<p>1, 2, 4, 7, 8 <i>(as applicable)</i></p>

ESSA SECTION	STATE PRIORITY ALIGNMENT
<p>small groups; peer tutoring is often used as well.</p> <p><i>D. identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</i></p> <p>D. We have expanded our computer accessibility for students in all grades with math and language software that tracks individual student's progress. Most of these online components may be accessed at home.</p> <p>REAP and Supplemental and Concentration Grant funds have enabled ERCS to purchase Chromebooks to increase our computer to student ratio to 1:1. These funds also pay for high speed wireless service and a Tech Support person to help us with computer issues, purchasing, trouble shooting etc. Tech support provides help in restricting sites that students can access, minimizing game playing on Chromebooks. The online and computer software programs are an integral part of differentiated curriculum, especially necessary in a multi-grade classroom, and helpful for struggling students.</p>	

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
<p>1112(b)(11)</p> <p>There have been no suspensions or expulsions at the Eel River Charter School this year. Teachers have positive discipline practices in place in the classrooms. School wide rules are taught and enforced by school staff. Teachers communicate closely with parents to reinforce good behavior and to give consistent consequences for misbehavior.</p>	<p>6 (as applicable)</p>

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
<p>1112(b)(12)(A–B)</p> <p>The Eel River Charter School serves grades TK-6th grade. Career readiness activities and work experience is not relevant at this age. Our school strives to inspire love of learning and healthy work habits to lead to student success in later</p>	<p>2, 4, 7 (as applicable)</p>

ESSA SECTION	STATE PRIORITY ALIGNMENT
years. The school's mission statement is <i>working with families in community through holistic teaching to develop educated, responsible, compassionate people.</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) TEACHERS HAVE STUDIED WAYS TO INTEGRATE TECHNOLOGY AND USE ONLINE CURRICULA IN CORE SUBJECTS THROUGH THE GRADES. TEACHERS AND AIDES ARE PARTICIPATING IN ONLINE COURSES IN WHOLE BRAIN THEORY AND INSTRUCTION. TEACHERS HAVE IMPLEMENTED MANY OF THESE STRATEGIES FROM LAST YEAR'S TRAINING. AS THE AIDES GO THROUGH THE TRAINING, THERE CAN BE SIMILAR TEACHING TECHNIQUES TO PROVIDE A CONSISTENT APPROACH FOR THE STUDENTS THROUGHOUT THE SCHOOL.	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) This section does not apply to our school. Our school follows our Parent Involvement Policy which encourages parents to contribute hours to helping the school.	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	STATE PRIORITY ALIGNMENT
1112(b)(4) 95% of our students qualify for as unduplicated students in the FRPM, EL, and Foster student count. 94% of Round Valley Unified School District's students qualify as unduplicated students	N/A

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Eel River Charter School is very small, with 42 plus 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.

Parent and Family Engagement

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

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 a minimum of two hours per week per child, to help the school function. Each month the hours will be tallied. The ERCS Board tries to encourage parents to fulfill their hours.

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, cleaning bathrooms, dumping garbage, 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 annual Single Plan for Student Achievement (SPSA) and to give input/suggestions for the LCAP. 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 34) 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, notifications will go to all parents.

At the mandatory meeting of the SSC, Title I (and other) parents will decide on priorities to improve student achievement. They will review the budget proposed for the expenditure of categorical funds, including the Supplemental and Concentration Grants. They will make suggestions for school improvement, review the SPSA, make amendments, and approve it. It will then be submitted to the ERCS Board (comprised mainly of parents) for approval. In addition the School Site Council and the ERCS Board will evaluate this Parental Involvement Policy yearly, and make amendments as necessary.

The Director of Student Achievement will convene the annual School Site Council meetings to review the SPSA/Parent Involvement Policy. (For non-English speaking parents, we have a Spanish speaking parent, and can 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.

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.

All parents are welcome at Board meetings. The time spent at these meetings will be recorded as volunteer parent hours.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school has no separate programs for neglected/delinquent students, but we are aware of community resources such as Yuki Trails, and the Family Resource Center in Covelo, 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. Categorical funds and Supplemental and Concentration grants have paid for the aides.

Each student's progress on local benchmark tests, purchased with categorical funding, 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, and the Family Resource Center in Covelo, as well as Tapestry Family Services in Ukiah.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

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

- (A) 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:

In our small school, gifted and talented students are taught in multigrade classrooms, where assignments can be tailored to suit their individual needs. Students may work in small groups at their own academic levels. Student chromebooks

enable further differentiation of assignments for enrichment. Tech support is available for maintenance and troubleshooting as funded by the Supplemental and Concentration Grants.

Each student in the Eel River Charter School has a chromebook assigned to him/her. Individualized and class assignments are completed online. Students practice typing and help each other acquire the skills to navigate educational websites. Our school is situated across the street from the Round Valley Public Library where after school computer access is available.

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 serves students from TK-6th grade only. 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: How ERCS will help the school to plan and implement effective parent involvement activities to improve student academic achievement and school performance

Parents will participate in the annual Back to School pot luck dinner, where they are welcomed into the school. They are encouraged to contribute 2 hours a week per child. They are invited to attend whole school events like the awards assemblies, winter program, theatrical performances, science fairs etc. to celebrate student achievement and to bond together as a community. It is ERCS' philosophy that parents should attend field trips, serve on the School Site Council, serve on the ERCS Board, teach in classrooms, work in classrooms as aides and generally connect with their children at school.

Parent attendance at monthly events will be tallied and reviewed annually.

All parents are welcome on campus and in the classrooms. ERCS solicits parent volunteers in all school activities.

All parents are invited to serve on the School Site Council. These parents contribute ideas for school improvement to be included in the SPSA and LCAP plans.

Extra parent-teacher conference time will be offered to any parent. Teachers will schedule conferences with parents whenever the parents request it, or whenever teachers feel it would be beneficial for the student's welfare.

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:

NEW TEACHERS ARE MENTORED BY VETERAN TEACHERS. TEACHERS MEET WEEKLY AND DISCUSS PEDAGOGICAL PRACTICES AND TECHNIQUES.

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.

IN ADDITION, TEACHERS AND AIDES ARE PARTICIPATING IN ONLINE COURSES IN WHOLE BRAIN THEORY AND INSTRUCTION. TEACHERS HAVE IMPLEMENTED MANY OF THESE STRATEGIES FROM LAST YEAR'S TRAINING. AS THE AIDES GO THROUGH THE TRAINING, THERE CAN BE SIMILAR TEACHING TECHNIQUES TO PROVIDE A CONSISTENT APPROACH FOR THE STUDENTS THROUGHOUT THE SCHOOL.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Eel River Charter School is providing (paying for) online instruction for aides and teachers, in addition to teachers helping teachers to implement the online curricula in core subjects. The method of whole brain teaching, which staff is

studying, introduces strategies to engage students more thoroughly by using multi-sensory presentation by teachers and participation by students. These methods can be followed at any age level, so that they will affect 100% of the student population in some degree.

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:

Ongoing quarterly benchmark tests will be supplemented by the Quality Reading Program tests 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 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.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

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 SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school receives no funding for Title III. This section is not relevant.

English Proficiency and Academic Achievement**ESSA SECTION 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our school receives no funding for Title III. This section is not relevant.

TITLE IV, PART A**Title IV, Part A Activities and Programs****ESSA SECTION 4106(e)(1)**

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

- A. The Eel River Charter School is planning to focus on literacy through performance arts. Our school already uses the Round Valley Public Library on a regular basis. We are hoping to have students perform Reader's Theatre, puppet shows, choral reading etc. and would like to use the public library as one of the venues. Another goal

would be to have performance readings that could be performed on the local radio station, which would cooperate with our school to help with the technology required. Another activity would be the Young Author's Tea, to which parents are invited. This project is always a success in showcasing work and increasing parent involvement.

- B. Funds would be spent on acquiring suitable scripts and reading materials, on improving the sound system on the school's stage, on purchasing simple props and costumes, on flannel boards and materials for puppetry.
- C. In partnering with Native American speakers, ERCS would like to hire dynamic speakers to help students be aware of bullying and how to deal with it as the bully, the bystander or the victim. Through Title VI, Indian Education and Title IV, ERCS would focus on activities to promote awareness of cultural differences and pride in personal heritage. This might include research on birthplace or ancestry, presenting artifacts, sharing food or songs etc.
- D. Students would have access to online information to create research reports and literacy websites. Funds would be spent on online reading and language arts curricula. Student performances could be aired on our local radio station, and cds could be produced.

- E. Activities will be evaluated by: tallying parent attendance, enthusiasm for public readings and drama, enthusiasm for public readings and drama, local benchmark tests,
 student-produced writing and presentations. Evaluation will also include number of readings/ projects
 accomplished by the students.