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## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### About This School

##### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

**District Name** Round Valley Unified

**Phone Number** (707) 983-6171

<b>Superintendent</b>	Mike Gorman
<b>Email Address</b>	<a href="mailto:mgorman@rvusd.us">mgorman@rvusd.us</a>
<b>Website</b>	<a href="https://www.roundvalleyschools.org/">https://www.roundvalleyschools.org/</a>

**School Contact Information (School Year 2020–2021)**

<b>School Name</b>	Eel River Charter
<b>Street</b>	76350 Main St.
<b>City, State, Zip</b>	Covelo, Ca. 95428-9711
<b>Phone Number</b>	707-983-6946
<b>Principal</b>	Betty Tuttle, Admin
<b>Email Address</b>	<a href="mailto:office@eelriverschool.net">office@eelriverschool.net</a>
<b>Website</b>	<a href="http://www.eelriverschool.net">www.eelriverschool.net</a>
<b>County-District-School (CDS) Code</b>	23656072330272

Last updated: 12/22/2020

**School Description and Mission Statement (School Year 2020–2021)**

The Eel River Charter School (ERCS) serves TK-6th grade students in a safe school, with interdisciplinary, holistic, hands-on curriculum. The school was founded in 1994 by parents. Parents and community members continue to govern the school.

The Eel River Charter School's mission statement is "Working with families in community through holistic teaching to develop educated, responsible, compassionate people".

The goal of the Eel River Charter School 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. ERCS employs three part-time aides and a part time certificated educational consultant to assist the teachers in the 3

multi-grade classrooms. ERCS also employs an office manager, a part time business manager, and a part time lunch server and custodian.

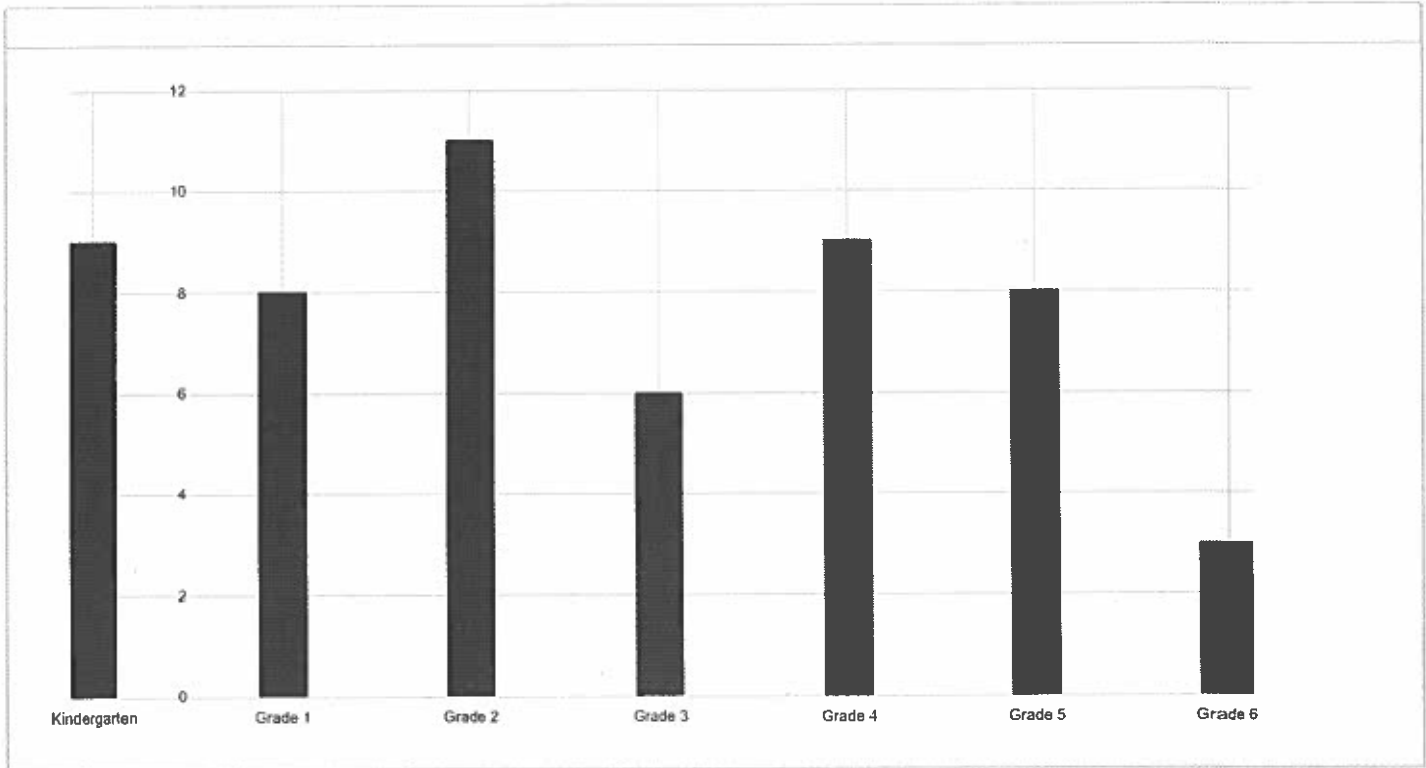
Eel River Charter School is a direct funded charter school. ERCS does not have a principal/director or superintendent. The volunteer school Board, comprised of parents of students, handles some of the administrative duties, such as student discipline and employee management. The office manager, business manager, and teachers handle the routine, daily decisions and this core staff is accountable to the ERCS Board. An ERCS Board designee approves all school expenditures.

Historically, ERCS has fewer than 10 students per grade level, thus test results are not published to protect the privacy of the students in regards to the ELA, Math, Science, History, and Physical Fitness testing. Due to the small school size, ERCS does not have statistically significant sub-groups, other than economically disadvantaged.

Last updated: 12/22/2020

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
<b>Number of Students</b>	9	8	11	6	9	8	3	54



Last updated: 12/22/2020

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	%	25.90 %	%	%	57.40 %	%
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
Percent of Total Enrollment	94.40 %	46.30 %	14.80 %	1.90 %	3.70 %	

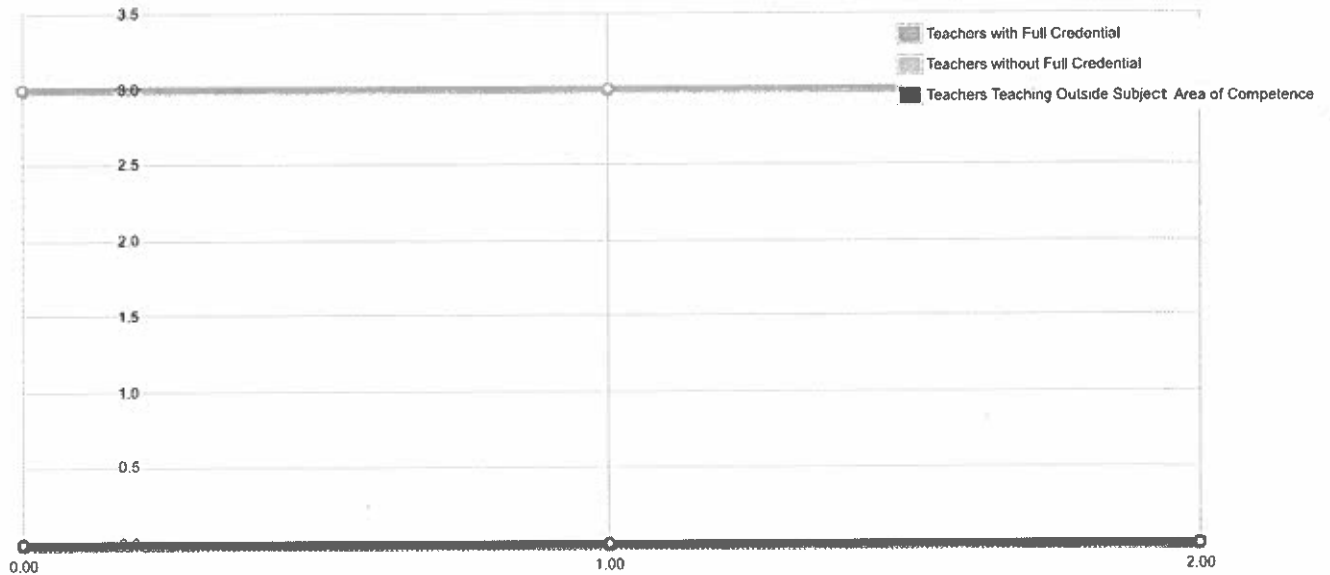
**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

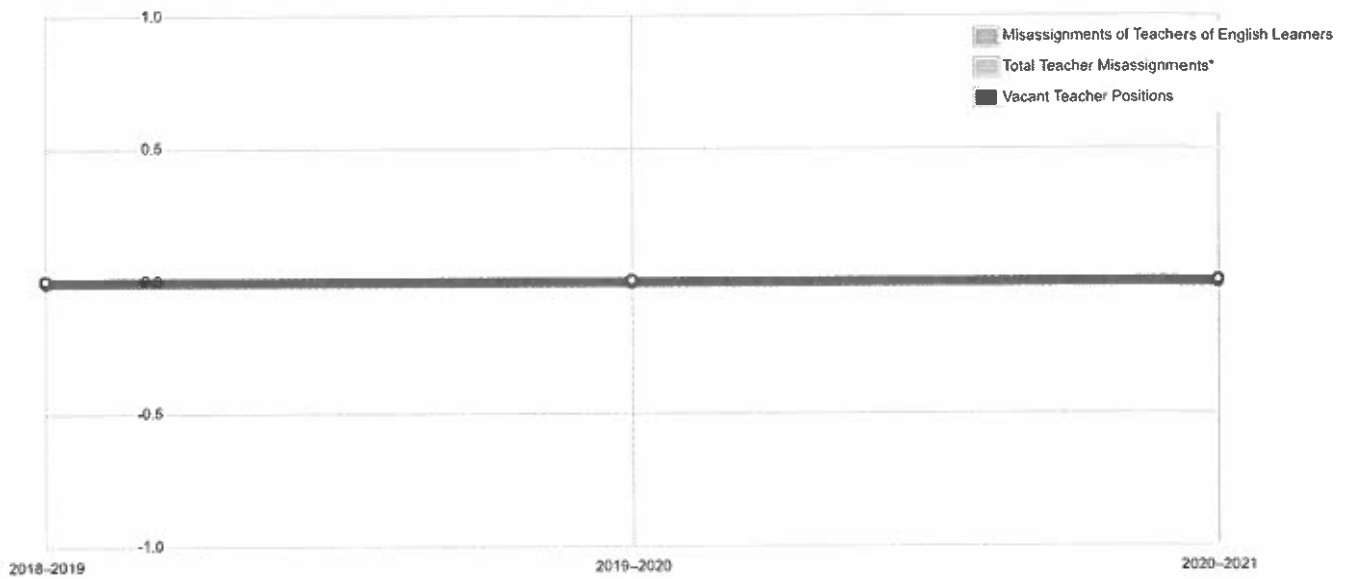
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	3	3	3	25
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/22/2020

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2018-2019	2019-2020	2020-2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/22/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)**

Year and month in which the data were collected: November 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>McGraw Hill Reading Wonders K-6</p> <p>Additional Instructional Materials:</p> <p>K-6 Fountas and Pinnell Benchmark Assessment System and Guided Reading Library</p> <p>K-6 Renaissance Star, Scholastic Core Clicks</p> <p>K-6 Scholastic Guided Reading</p>	No	0.00 %
Mathematics	<p>McGraw Hill My Math K-5</p> <p>Glencoe Math Grade 6</p> <p>Additional Instructional Materials:</p> <p>K-6 Renaissance Star Benchmark Testing</p> <p>4-6 Sumdog, Xtra Math</p>	No	0.00 %
Science	<p>Instructional Materials:</p> <p>K-6 Generation Genius for Science</p> <p>K-1 Scholastic Magazine Weekly-Science Weekly-Let's Find Out , videos, computer games</p> <p>2-3 Brainpop, YouTube Science, Khan Academy</p> <p>4-6 On-line Core Standards curriculum</p>	No	0.00 %
History-Social Science	<p>Instructional Materials:</p> <p>K-1 Scholastic Magazine Weekly-Common Core worksheets, videos, computer games</p> <p>2-3 Brainpop, YouTube</p> <p>4-6 Harcourt-Brace American History, California History, On-line Core Standards curriculum</p>	No	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 12/22/2020

**School Facility Conditions and Planned Improvements**

ERCS opened its doors on rented property in 1994. The school consists of a main school building housing the office, food service area, restrooms and library, 4 stand alone classrooms, a pump house, and outside restrooms built in 2003. The school had the opportunity to purchase the properties rather than lose the site. The Eel River Charter School continues to make facility upgrades in accordance with county building codes, and improvements to the school site as funding becomes available. The school facility is maintained at a level that protects the safety of the students, staff and general public. Class size is limited due to space restrictions in the classrooms.

Monthly safety inspections are held and any deficiencies are corrected as quickly as possible. Visitors are required to sign in at the office, and students are supervised before and during school hours. The school is posted as unavailable for public use after school hours.

Over the past 27 years, ERCS has installed and painted the modular buildings, painted and roofed the main building, re-roofed the tutoring room, built a set of bathrooms closer to the modular buildings and playground, built a new pump house, paved a basketball court and play area for smaller students, put up a new fence around all of the school property, put sinks in the modular classrooms, connected internet wiring to the modular classrooms, and set up a library. In 2019-20, the internet was improved to 30 Mbps, the high temperature dishwasher was replaced, new document cameras and 65 in. flat panel TVs were purchased for all classrooms, the stage curtain was replaced, the interior of the main hall received a make-over, complete with new paint and re-modeling the office. In January 2019, a new PBX phone system was installed throughout the school. In 2017-18 a commercial refrigerator was replaced, a shorter basketball hoop was purchased for the K/1 students, the exteriors of all buildings were painted, and the black-top was re-sealed and re-stripped over the summer. In 2016-17 the 3 modular classrooms were re-roofed to eliminate leaks and the Proposition 39 Energy Efficiency project was completed, upgrading all the lighting throughout the school. In 2016, the internet service was improved to 20 Mbps dedicated capacity. In 2013, 30,000 Btu mini-split HVACs were installed in the 3 classrooms and in 2015 the 4th classroom received an HVAC unit. In 2013, steps and ramps to the modular classrooms were replaced, a new on-demand hot water heater was installed in the outside girls' restroom, and rubber mulch was added underneath the climbing structure. In 2012, new tile floor was placed in classroom #3 and a new window was placed in classroom #4. In June of 2011, new carpet was installed in the 4 classrooms and library, and new tile was installed in the K-1 classroom. The floor project was completed in the main hall 2nd bathroom, additional wiring was added to the K-1 classroom, CO2 detectors installed, and a storage closet was completed in the kitchen over the summer of 2011. In July of 2010, energy efficient windows were installed in the main building and a second commercial refrigerator was purchased for food storage in fall of 2010.

Last updated: 12/22/2020

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: November 2020

Overall Rating	Good
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Last updated: 12/22/2020

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven  
 Percentage of Students Meeting or Exceeding the State Standard**

Eel River Charter School is a very small K-6 elementary school with combination grade classes. There were fewer than 10 students at each grade level of testing 3rd through 6th, so the grade level scores for CAASPP, Science, and Physical Fitness are not reported to protect the confidentiality of the students and because the numbers are statistically unreliable due to small sample size. Historically, 95 to 100% of ERCS students complete the required tests each year.

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	14%		15%		50%	
Mathematics (grades 3-8 and 11)	18%		13%		39%	

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 12/22/2020*

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 12/22/2020*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2019–2020)**

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. There were fewer than 10 5th grade students at ERCS.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 12/22/2020*

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020–2021)**

Unfortunately, due to the COVID pandemic and school closure, ERCS is closed to in-person events, other than exchange of instructional materials or technical support for Chromebooks and flashdrives.

Parent involvement benefits the students: not only do the children see the pieces of their lives come together in coherence, but they recognize a measure of their own worth in their parents' efforts. Students see that education is important because their parents invest time in their school. When parents walk into their child's school, that child feels excited, proud, and loved.

Parents are encouraged to provide 2 parent work hours per week, per child enrolled at the school. ERCS runs on parent power: parents founded this school, and they form the final link in the chain of command. Depending on their interests, families choose how they will contribute. They do everything from administrative tasks (governing the Board) to chaperoning field trips, aide in classroom, facilities maintenance, cleaning facility, yard duty, serving on the Site Council or other parent committees, holiday decorations/celebrations at school, and general yard work.

During the school closure, parents have been thrust into the role of teacher with the distance learning instructional model.

*Last updated: 12/22/2020*

**State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	0.00%	0.00%
District 2017–2018	5.10%	0.00%
District 2018–2019	6.50%	0.00%
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	--	--

State 2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only

State 2018–2019 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.50%	0.00%
District 2019–2020	5.21%	0.23%
	--	--

State  
2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 12/22/2020

**School Safety Plan (School Year 2020–2021)**

The Eel River Charter School implements a comprehensive set of health, safety, and risk management policies. The school safety plan is reviewed annually and discussed with the faculty annually. The school complies with the provisions of Education Code 44237, the county building and health codes, risk management evaluations, routine fire drills, TB screening for employees, CPR and First Aid training requirements, and fire laws. ERCS is tobacco, alcohol, and drug free and complies with safety laws. The Eel River Charter School continues to make facility upgrades and improvements to the school site as funding becomes available. The school facility is maintained at a level that protects the safety of the students, staff and general public.

The school has updated the comprehensive safety plan to include a COVID 19 addendum, a Face Covering Policy, and a Health and Safety Policy for COVID-19 in December 2020.

Last updated: 12/22/2020

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								14.00
Number of Classes * 1-20								3
Number of Classes * 21-32								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Number of Classes \*  
33+

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								17.00
Number of Classes * 1-20								3
Number of Classes * 21-32								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Number of Classes \*  
33+

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								18.00
Number of Classes * 1-20								3
Number of Classes * 21-32								
Number of Classes * 33+								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 12/22/2020

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	0.0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/22/2020

**Student Support Services Staff (School Year 2019–2020)**

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	2.79

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/22/2020

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13541.76	\$2133.41	\$11408.35	\$51333.33
District	N/A	N/A	\$15516.90	\$58578.00
Percent Difference – School Site and District	N/A	N/A	-31.00%	-13.00%
State	N/A	N/A	\$7750.12	\$68990.00
Percent Difference – School Site and State	N/A	N/A	38.00%	-29.00%

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2019–2020)**

In 19-20, ERCS received Title I, Title II Part A, Title IV and REAP categorical funding. ERCS also received Title VI Indian Education funding for our Native students and Comprehensive Support and Improvement (CSI) funds.

Title I and REAP funding helped support three part-time aide positions, including the time allocated for daily services to all EL students. In addition, Title I funding pays the stipend for the Director of Student Achievement, who is responsible for over-seeing the Site Council, Federal Addendum and LCAP reporting, and serving as the Special Education liaison with the District, which provides Special Education services to ERCS students. This person is present at all ERCS SST meetings. Title II funds were used for staff recruitment and professional development. The Title IV funding is for improving conditions of student learning, providing all students with access to a well-rounded education, and improving use of technology to improve academic achievement and digital literacy of all students. The Title VI Indian Ed funding supported cultural music and art classroom presentations and professional development, anti-bullying lessons, and parent meetings to improve attendance and connection to the school. Spanish translation services were provided for parents at these presentations, funded through supplemental and concentration grant funds. A temporary educational consultant was hired with CSI funds to mentor the new teacher, work one on one with struggling students, help train the Director of Student Achievement, research new curriculum for distance learning after the school closure in March 2020, mitigate student learning loss by calling, Zooming, and emailing students and parents and tutoring reading over the summer, implementing on-line student counseling and dyslexia tutoring, and setting up Chromebooks for distance learning.

**Professional Development**

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	15

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0405

California Department of Education  
 1430 N Street  
 Sacramento, CA 95814