

## California Department of Education

## LCAP Federal Addendum System

Submission  
Dashboard

Eel River Charter (23656072330272)

**Status: Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Tina Wilson**LEA Contact Email: **twilson@eelriverschool.net**LEA Contact Phone: **707-983-6946**[Edit LEA Contact](#)**Instructions, Strategy, and Alignment****Status: Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

[View Instructions, Strategy, and Alignment Section](#)**Title I, Part A****Status: Approved**

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## Title I, Part A, Educator Equity

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title I, Part A, Educator Equity Section" button below to review (and print) your responses.

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## Title II, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title II, Part A Section" button below to review (and print) your responses.

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## Title IV, Part A

**Status: Approved**

This section's responses have been approved by CDE. Select the "View Title IV, Part A Section" button below to review (and print) your responses.

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**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

## California Department of Education

# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

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### 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 Every Student Succeeds Act (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.

**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 LEA must address the Strategy and Alignment prompts provided below.** Please 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.

#### Response from Eel River Charter:

The Eel River Charter School has only 3 multi-grade classrooms and 52 students. The Title I, part A allocation is spent on partial salary for one of the teacher's aides, on the Director of Student Achievement stipend, and for some administration time budgeting, monitoring, and reporting the federal programs. The aides are essential to implementing the state standards in the curricula. Students are able to receive instruction in academics at their appropriate grade levels because of the classroom aides. By having a

paraprofessional aide in class, the teachers are better able to differentiate instruction according to individual student needs and/or talents. In a multi grade classroom, the teacher gives the aide an assignment to carry out with one of the grades, while the teacher instructs the other grade. The aide in each classroom also ensures that the EL students receive 30 minutes or more of ELA instruction each day.

## APPROVED BY CDE

## 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.

### Response from Eel River Charter:

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

Employ qualified classroom aides

Purchase online academic curricula in core subjects

Maintain Internet service on student chrome books using Technology Support.

Bring in speakers for anti-bullying messages, cultural awareness, and art/music.

Incentives for attendance and academic success, parent participation in education.

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.

## APPROVED BY CDE

### Instructions, Strategy, and Alignment Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name****Contact Phone  
and Optional Extension****Contact Email**

twilson@eelriverschool.net

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## California Department of Education

# LCAP Federal Addendum System

## Title I, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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).

#### **Response from Eel River Charter:**

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

The ERCS Board is composed primarily of parents: parents founded this school, and they form the final link in the chain of command. Depending on their interest, families will choose how they will contribute. They have done everything from administrative tasks (governing the school, negotiating property improvements, ensuring compliance with state law etc.) to planning curriculum and teaching, working in the classrooms, organizing field trips, fundraising, field trips, preparing/decorating cultural events i.e. Indian Tacos, Dios de Muerto, Dia del Ninos, Cinco de Mayo, 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 of the Parent Involvement Policy and to give input/suggestions for the LCAP and CSI Grant funding, as applicable. Title I parents will be personally invited to serve on the SSC, but all parents will be welcome

to serve on the council. ERCS is a small community of families (about 38) in a small town. The majority of families have students who qualify for Title I. We do not (except for statistical purposes) categorize parents into Title I and non-Title I groups. To preserve confidentiality and to promote a heterogeneous environment, all parents are notified of meetings.

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

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

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

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

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

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

ERCS qualified for the CSI funding based on its chronic absentee rate. ERCS will conduct a needs assessment survey with the parents to determine what factors contribute to the excessive chronic absentee level at the school. The families all receive a Parent-Student Handbook at the start of the year and notices and reminders, along with personal contact from the teachers, reminding the parents about the importance of good attendance throughout the year. The students are rewarded each quarter with a pizza party if they have 95% attendance or greater. They are allowed to bring a family member 'guest'. The students are recognized at the awards assembly each quarter for their academic and attendance success. All of the enrollment documents and parent surveys have been translated into Spanish, which is the most common second language of our school families. Many of the other documents and the Student-Parent Handbook are in the process of translation. Most school notices are translated into Spanish and other required documents will be translated as that option is available.

## **APPROVED BY CDE**

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

### **Response from Eel River Charter:**

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

At meeting of SSC, Title I (and other) parents will decide on priorities to improve student achievement. They may review proposed budget, including the Supplemental and Concentration Grants. Parents make



suggestions for school improvement, give input regarding the LCAP goals/activities. The Director of Student Achievement will convene the annual SSC meetings to review the PIP. Approved PIP translated to Spanish/posted on school web-site/sent home. (For non-English speaking parents, we have a Spanish speaking parent or teacher. We may also use Spanish speaking students as translators.) The SSC may elect to continue its meetings for school or parenting improvement, 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- evaluate the ERCS educational program accordingly. Parents will have the opportunity to participate in hiring new staff, monitor curriculum, give input regarding the ERCS program. Parents address ERCS Board with concerns, Board takes appropriate action as necessary. The established complaint procedure ensures that grievances are taken seriously/ proceed toward resolution. A family engagement policy was part of the school's original charter document. The founders were a group of parents who believed that parents/guardians are their children's most influential teachers, that sustained parent involvement in education contributes greatly to student achievement. ERCS has requested that parents contribute parent volunteer hours to the school. Originally, it was 2 hours per week, per child. Current policy is parent involvement in the classroom, on the school Board, in the yard- asks for parent attendance at monthly events, where parent attendance is recorded. In 2018-19, the ave. parent attendance at events was 86%. The 9-12 member staff receives training for parent participation strategies.

The school distributes the results of the state standardized tests to the parents. Parents are encouraged to discuss these results with their child's teacher. Moreover, students are given quarterly benchmark tests, whose scores are reported on the quarterly report cards so that parents and teachers can monitor student progress. These scores are also reported to the Board, while preserving individual student confidentiality. ERCS has minimum standards for students to be promoted to the next multi-graded classroom. A list of these standards is distributed to parents. Teachers alert parents by the end of the first quarter if their student is not on track for meeting the minimum standards. The part time Educational Consultant will give struggling students the CAB test to pinpoint student information processing inefficiencies. Conferences with parents will share quick academic exercises that can be done at home to help their child improve. Information for tutorial sites or practice CAASPP tests will be shared with parents. Notices about local opportunities for English language courses, GED courses, and other family resources posted at the school. Parent participation is the reason most parents enroll their students in school. 100% families responded to parent survey. 98% agree important to participate at their child's school, 93% were satisfied with their student's progress, 100% feel they have access and communication with teachers. Drawings are held quarterly and monthly events are held, such as breakfast or lunch with students, to increase parent participation. ERCS recognizes Native American, Hispanic, and Anglo holidays with school events. Enrollment forms, school notices, and other policies are translated to Spanish. One Call Now message service delivers texts, emails, voice message reminders in Eng/Span. Parent suggestions from SSC and Board meetings are incorporated into the LCAP. Spanish translation/ interpretation is used so that all parents feel welcome/their questions are answered. Special accommodations will be made for communicating with families that have accessibility needs, other special needs, migratory families, which make corresponding with the school difficult. School will meet with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

**APPROVED BY CDE**

## **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.

**Response from Eel River Charter:**

SWP: NA

TAS: 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. Federal funds and Supplemental and Concentration grants have paid for the aides.

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

Neglected or delinquent: NA

**APPROVED BY CDE****Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

**Response from Eel River Charter:**

A list of targeted students is developed according to teacher observation, quarterly benchmark assessments in math and reading, and the Smarter Balanced State tests. 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.

**APPROVED BY CDE**

## 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.).

**Response from Eel River Charter:**

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. ERCS has no known homeless students for many years and only 1 student identified as homeless in the 2018-19 school year. This student has good attendance and refused the offer of clothing early in the school year when a community group had raised funds to help those in need and offered to purchase clothing for students that may be in need at each of the local schools. ERCS allocates only \$1 for homeless services based on the past history of only 1 homeless student in 25 years. Should ERCS have an increase in homeless students, then ERCS would use Title I and supplemental and concentration grant funding to help ensure that the students could maintain good attendance, which would give them a chance of maximizing their academic success.

**APPROVED BY CDE**

## 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.

**Response from Eel River Charter:**

N/A

**APPROVED BY CDE**

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.

**Response from Eel River Charter:**

NA

**APPROVED BY CDE**

## **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.

**Response from Eel River Charter:**

N/A

**APPROVED BY CDE**

### **Title I, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Tina Wilson

**Contact Phone  
and Optional Extension**

707-983-6946

Optional Extension

**Contact Email**

twilson@eelriverschool.net

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## California Department of Education

# LCAP Federal Addendum System

## Title I, Part A, Educator Equity

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

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### **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.

#### **Response from Eel River Charter:**

N/A as Eel River is a direct funded charter school. The Eel River Charter School is very small, with 52 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. The Eel River Charter School is a single-school charter school.

#### **APPROVED BY CDE**

### **Title I, Part A, Educator Equity Contact**

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Tina Wilson

**Contact Phone  
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## California Department of Education

# LCAP Federal Addendum System

## Title II, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

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### **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.

#### **Response from Eel River Charter:**

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 will be similar teaching techniques to provide a consistent approach for the students throughout the school. ERCS is a small charter school. There are 3 teachers and 3 aides that are responsible for instruction. Since the school was founded 25 years ago, there has never been a principal or director at our school. The Title II funding has ranged from \$325 to \$2437 the last 3 years. The school has always paid for any requested professional development from the teachers or aides. The school supports induction program requirements for new teachers and the veteran teachers support the new teachers in all areas-classroom management, CAASPP preparation and testing, curriculum development, etc. The teachers usually attend the monthly Board meetings and share student progress, field trip and professional development requests, scheduled student and parent activities, and many other applicable



items. The Board offers annual contracts to employees and every couple years a qualified person is hired to evaluate the teaching staff. This has been difficult to do on an annual basis in our rural location. The school annually compares its salaries to those of nearby school district and attempts to keep the starting salary equivalent or higher to nearby district, with adjustments for experience and longevity on the salary schedule. There is an additional opportunity to become the Director of Student Achievement with an increased salary for the increased duties-CAASPP testing oversight, IEP meetings, liaison with special education provider, LCAP, School Plan for Student Achievement, Federal Addendum, to name just a few of the duties.

**APPROVED BY CDE**

## 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).

**Response from Eel River Charter:**

The Eel River Charter School is providing (paying for) online instruction for aides and teachers. In addition, teachers help 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.

**APPROVED BY CDE**

## 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.

**Response from Eel River Charter:**

Ongoing quarterly benchmark tests will be supplemented by Fountas and Pinnell and Renaissance Learning Star Enterprise assessments to focus on literacy achievement. As the teaching staff acquires more techniques in whole brain teaching, they will experiment with them to see if student engagement and mastery improve. Teachers and aides will discuss individual student progress, and use the teaching staff to brainstorm ways to improve the delivery of instruction. Teachers can also receive further instruction in trouble shooting difficulties they encounter using whole brain instruction.

Teachers will supplement their reading curriculum with small group guided reading instruction, especially in the younger grades. They will seek to focus on students who struggle with basic literacy in the following school year.

Teachers also confer with the Board and parents who make suggestions for academic improvement. New strategies emerge from this collaboration. As new methods are implemented, the benchmark tests can provide data about whether the methods are efficacious.

The teachers at the school expect numerous informal observations through-out the year. Parents,

prospective parents, peer teachers, Board members, and administrators from the sponsoring District are welcome to observe in all classrooms and settings any time during the year, except during standardized testing. Formal observations by peer teacher(s) and possibly qualified Board members occur for new teaching staff within 90 days of hire, and for veteran teaching staff every couple of years. The aforementioned benchmark tests and other student assessments measure student growth and will demonstrate that the teaching staff is making progress with each and every student in the school. In addition, portfolios are kept for every student, showcasing samples of student work throughout the year. The Board meets with the teaching staff monthly and receives benchmark testing results quarterly for review and discussion. Stakeholder input regarding curriculum, professional development needs, teacher support, attendance, and classroom management occur at Board meetings, site council meetings, other advisory meetings, such as Indian Education, or the public hearings for the Impact Aid application, Indian education grant, LCAP, and budget. School satisfaction surveys of both the parents and the 4th-6th grade students are completed annually. ERCS is small enough that 100% participation is the norm. These are a great indicator of satisfaction of student progress, availability of the teaching staff and Board, strengths of the school, and methods of school-home contact on the parent survey and feeling of safety, interesting curriculum, willingness of staff to help students that need extra help with a concept, and parent participation on the student survey.

**APPROVED BY CDE****Title II, Part A Contact**

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## California Department of Education

# LCAP Federal Addendum System

## Title IV, Part A

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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.

#### **Response from Eel River Charter:**

- 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. 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. Hispanic parents have been invited to share their traditions with the students at ERCS. They have organized celebrations for Dia de los Muertos, Dia de los Ninos, 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 shared with parents

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 and projects accomplished by the students.

After the Federal Addendum had been submitted last spring, some objectives for activities related to supporting well-rounded education were re-prioritized due to the annual CAASPP results. Therefore, much of the Title IV budget will be applied towards a part-time credentialed teacher that would meet one on one and in small groups with students that are below standard in ELA and Math. This one on one tutoring has been found to be most effective at improving the learning outcomes of the students. If a person is not hired for the position, then the funds will be spent as previously outlined above A-D.

The Eel River Charter School does not receive \$30000 or more in Title IV funds that would trigger a 'needs assessment'. However, ERCS does survey the parents and 4-6th grade students each year, and the results are shared with the Board.

## APPROVED BY CDE

### Title IV, Part A Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

#### Contact Name

Tina Wilson

#### Contact Phone and Optional Extension

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