

Lea 2017-18 California Department of Education
School and District Accountability Division

(CDE use

Application #	
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only)

LOCAL EDUCATION AGENCY PLAN

California Department of Education For school districts and

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

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

LEA Plan Information:

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

County/District Code: 23-65607-2330272

Dates of Plan Duration: **April 5, 2017 to June 30, 2018**

Date of Local Governing Board Approval: **April 5, 2017**

Board Chairperson: Monica Maestas

Address: Eel River Charter School, PO Box 218

City: Covelo, CA Zip code: 95428 Phone 707 983 6946 Fax: 707 983 6197

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

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

Monica Maestas

April 5, 2017

Printed or typed name of Board President:

date

Signature of Board President

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

FEDERAL AND STATE PROGRAMS CHECKLIST

(√)

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2016-17

complete the following table with information for your district.

Programs	2015-16 District Carryovers	2016-17 Entitlements	2016-17 Direct Services to Students at School Sites (\$)	2016-17 Direct Services to Students at School Sites (%)
Title I, Part A	\$1320	\$27,679	\$27,679	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		\$322	\$322	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Other (describe): Title VI, Pt. B Small Rural School-REAP		\$16,772	\$16,772	100%
TOTAL	\$1,320	\$44,773	\$44,773	100%

District Profile

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

Environment

The Eel River Charter School (ERCS) was established as a school within the Round Valley Unified School District (RVUSD) by approval of their board on July 27, 1993 and subsequently became a California non-profit public benefit corporation in April 2001. ERCS has maintained a close relationship with RVUSD, participating in certain district programs (home-to-school transportation, and the school lunch program for instance), as well as contracting with RVUSD for accounting services. ERCS' Charter has been renewed until June, 2019, and the Memorandum of Understanding with RVUSD is in effect until June, 2019. ERCS is direct funded, and receives Title I Funding for targeted students.

The Eel River Charter School is located in a small, very remote valley in the northeastern mountains of Mendocino County and serves approximately 42 students, 36% of whom are Native American, 29% of whom are Hispanic, and 36% are white. The local economy is depressed, with few opportunities for employment other than ranching and small-scale agriculture. 96% of our students qualify for the free lunch program. Round Valley is home to the largest and oldest Native American Reservation in California. A very small percentage of valley residents have attended college; even fewer have graduated.

Mission

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

The average of the classes yields a 14:1 student-teacher ratio. By including 3 full-time aides, the ratio of students to instructional personnel becomes 6:1. The school operates without a principal, and administrative staff is kept to a minimum in order to direct as much funding as possible into the classrooms. The school is governed by a Board composed of parents and community members.

CAASPP Scores

Since ERCS' testing population is so small and mobile, statistical data is not reliable. In 2015-16, 69% of students who took the CAASPP tests scored below standard in ELA and in Math.

In 2016-17, 68% of the students were either at grade level or made a year's growth In Math; 56% of students were either at grade level or made a year's growth in ELA. This data was derived from the Star Renaissance Learning Assessment.

Each year, a list of targeted students, who score less than proficient in English Language, Math, or both, is compiled by the teachers. Teachers of grades TK-2 add students to this list, based on their observations of student performance in the classroom, and their performance on quarterly benchmark tests. Therefore, 68% of ERCS students were targeted for assistance for 2016-17.

Local Measures of Student Performance

(*other* than State-level assessments)

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

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

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

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

Assessment Tools for grades TK-1:

Test of Phonemic Awareness

Observation, survey, letters and sounds

Dolch list: High frequency words

Words Their Way: Developmental Spelling Assessment

Star Math and Star Reading Assessment from Renaissance Learning

Houghton Mifflin summative tests

Envision benchmarks and quick check

Assessment Tools for Grades TK-6:

Star Math and Star Reading Assessment from Renaissance Learning

Student portfolios

Qualitative Reading Inventory II (Leslie and Caldwell)

SBAC Interim and Summative Assessments

Teachers' daily class records (tests and assignments) TK-6 in all subjects

Quarterly report cards

Minimum Standards for goals for promotion in grades TK-6

Pearsonrealize Envision math topic tests and benchmark quarterly tests in mathematics

California Summative Assessment from Houghton Mifflin for TK-6

Complete Assessment Battery (CAB) from EDU-Therapeutics for individual students (TK-6) with obvious learning inefficiencies in the processing of information. (administered by staff certified in Dyslexic Remediation)

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

Online tests: TenMarks; Khan Academy; Ticket to Read

Performance Goal 1: All students will meet or exceed Common Core State Standards for their grade level

Planned Improvement in Student Performance in Mathematics and English Language Arts

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

Description of specific actions to improve education practice in English Language Arts and Mathematics		Timeline	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Teacher recruitment, hiring and evaluation will focus on the standards. All teachers will be supplied with copies of the state standards</p> <p>all math curriculum is aligned with Common Core state standards</p> <p>use of Renaissance Learning Math and Reading assessments grades 1-6, quarterly</p> <p>use of the internet to find lessons that align with common core, such as Readworks.org, CAASPP Digital Library etc.</p> <p>specific instruction for vocabulary development will be implemented in grades 2-6 to increase reading comprehension (use of Wordly Wise program, Quizlet and Renaissance Learning)</p> <p>Quality Review II reading assessment for students 4-6, fall and spring</p> <p>Research paper required of students in 4-6th grade classes; use of Google docs</p> <p>Online educational websites like Khan Academy; TenMarks, Read theory, Scholastic, Core Clicks, Cite lighter</p> <p>Standardized test scores and benchmark scores on math and ELA are shared with the ERCS Board</p>	<p>ERCS Board</p> <p>teachers</p> <p>teachers, business manager</p> <p>teachers</p> <p>teachers</p> <p>Teachers, ERCS Board</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>Ongoing</p>	<p></p> <p>\$3000</p> <p>free</p> <p>free</p> <p>\$2000</p>	<p>Supplemental and Concentration Grant</p> <p>Supp/con grant</p>

Description of specific actions to improve education practice in English Language Arts and Mathematics	Persons Involved/	Timeline	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Teachers will avail themselves of training or time to become familiar with all components of Common Core math curriculum</p> <p>mathematics teaching will be enhanced by hands-on projects aligned with state standards when possible; teaching channel</p> <p>students 1-6 grades will pass timed math fact tests for goals for promotion to the next grade</p> <p>make use of online math programs with the ability to track individual student progress and to allow for differentiated learning</p> <p>use of math websites aligned with textbooks, supported by increased number of computers and web accessibility</p> <p>students and/or parent volunteers/ aides will be used as tutors within the classroom when appropriate, also partner reading</p> <p>biennial science show: applications of the metric system/ practice of measurement in science instruction</p> <p>the teaching of reading and language arts will be enhanced by hands-on, interdisciplinary projects aligned with state standards, reading of literature and nonfiction in small groups</p> <p>students k-3 will use Ticket to Read and other online reading websites, like CoreClick</p> <p>Update of EL curriculum</p>	<p>All teachers</p> <p>Ongoing project</p> <p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>Parents, students, teachers, ongoing</p> <p>All teachers</p> <p>teachers</p> <p>teachers</p> <p>All teachers</p>	<p>ongoing</p> <p>2016-17</p> <p>2016-17</p> <p>2016-17</p>	<p>Release time</p> <p>\$2000</p> <p>\$1,500</p>	<p>Unrestricted funds, EPA funds</p> <p>Supplemental and Concentration Grant</p>

<p>Make use of software which reads to students with dyslexia, possible training in the use of this software (Kurzweil)</p> <p>Regular use of the Round Valley Public Library</p> <p>Make regular use of online curriculum enhancement: Let's Find Out videos for science, Youtube website</p> <p>Subscribe to educational magazines for children in social studies and science; language software games. CA materials and supplies for ELA and Math</p> <p>Readworks.org for reading for information</p> <p>Weekly writing assignments</p> <p>Regular keyboarding practice in 2-6th grade</p>	<p>TK-6th grade teachers</p> <p>2-6th grade teachers</p>	<p>2017-18</p>	<p>\$5,000</p>	
<p>Description of specific actions to improve education practice in English Language Arts and Mathematics</p>	<p>Persons involved/</p>	<p>Timeline</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>3. Extended learning time:</p> <p>aides will work with low achieving students individually and in small heterogeneous groups</p> <p>Classroom aides will help in grades TK-6 with math and ELA instruction</p> <p>high achieving students will work with low achieving students when appropriate</p> <p>parent volunteers will tutor individual students or small groups to master assignments</p>	<p>aides</p> <p>teachers</p>	<p>ongoing</p> <p>ongoing</p>	<p>\$57,000 Salaries</p>	<p>Title I, REAP, Supp and Con Grant and lottery</p>

<p>Students with information processing difficulties may be given the CAB test to recommend specific activities for remediation, and to suggest accommodations for students in the classroom</p> <p>Students have online access to their math websites to complete assignments. Parents are notified of student passwords. Students may access online curriculum at home</p> <p>Aide or parent volunteer, if available, may work with individual students or very small groups to increase information processing ability. specific activities will be recommended by the dyslexia remediation specialist according to results of CAB testing and/or teacher observation</p> <p>CELDT students will be tested and will receive English language instruction at their level 30 minutes daily</p> <p>Internet bandwidth, equipment and tech support to make use of chromebooks for differentiated instruction</p> <p>Round Valley Public Library is across the street, affording access to good literature</p> <p>ERCS Facebook website includes links for students in reading and math at home/over the summer</p>	<p>Dir. of Student Ach.</p> <p>parents</p> <p>Director of Student Achievement as time permits</p> <p>Certified CELDT test administrator training</p> <p>tech support for Chromebooks etc.</p> <p>Teachers and tech support</p>	<p>ongoing</p> <p>2016-17</p>	<p>\$2000</p> <p>\$8,000</p>	<p>Supp and ConGrant</p> <p>Supp/Con Grant</p>
<p>Description of specific actions to improve education practice in English Language Arts and Mathematics</p>	<p>Persons involved</p>	<p>timeline</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>4. Increased access to technology</p>				

<p>use of the internet in grades 4-6 for research projects</p> <p>Implement text to speech apps for dyslexic students, for enrichment and differentiated learning: Kurzweil in grades 2-6, Core Click</p> <p>purchase of high-quality instructional software or online subscriptions for guided instruction; use free sites like Khan Academy</p> <p>keyboarding program</p> <p>Use websites for vocabulary games, history research (quizlet, Houghton Mifflin)</p> <p>trouble shoot computers, replace obsolete computers, maintain tech support</p> <p>Internet bandwidth, wireless service and equipment</p> <p>use projectors and document camera for classroom editing and sharing of language mechanics, math instruction, reading etc</p> <p>create dvds of student performances</p> <p>check out audio books from online public library to enable small groups to read independently</p>	<p>4-6th grade teacher</p> <p>All teachers</p> <p>All teachers</p> <p>Tech support</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>\$6,000</p> <p>\$8,000</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>	<p>Erate funds/ unrestricted funds</p> <p></p> <p></p> <p>Supp/Con</p> <p>LCFF Supplemental and Concentration Grant</p>
<p>Description of specific actions to improve education practice in English Language Arts and Mathematics</p>	<p>Persons involved</p>	<p>Related expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Staff will collaborate at weekly meetings to ensure quality implementation of standards based materials</p> <p>staff will receive online training about cyber safety, fair use and copyright, and school safety</p> <p>beginning teachers will participate in the BTSA program</p> <p>Common core website research and training, using Teaching Channel, Smarter balanced website, Digital Library etc.</p> <p>Teachers and aides to receive 2 professional development days to focus on instruction and technology training</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p>	<p>Ongoing</p> <p>ongoing</p> <p>Ongoing</p> <p>2017-18</p>	<p>\$2000</p>	<p>Supp and Con Grant</p>
<p>Description of specific actions to improve education practice in English Language Arts and Mathematics</p>	<p>Persons involved</p>	<p>timeline</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents are encouraged to help the school for 2 hours per week per child</p> <p>Monthly parent events/student incentives</p> <p>SARC will be posted publicly</p> <p>School Site Council, composed primarily of Title I parents, will offer suggestions for school improvement (LCAP), the SSC will approve the annual SPSA and the Parent Involvement Policy annually. The</p>	<p>Tech support, business manager</p> <p>School Site Council</p>	<p>ongoing</p> <p>ongoing</p>	<p>\$2000</p>	<p>Supp and Con Grant</p>

<p>SPSA, LEA and LCAP will be developed annually with input from the School Site Council. It will approved by the ERCS Board (composed of parents and community members)</p> <p>Community members will participate in school projects as much possible through outreach. Parents and community will be invited to the school for yearly events such as back to school night, awards assemblies, variety show/plays, etc.</p> <p>Annual questionnaires for parents will indicate areas of satisfaction and areas for improvement</p> <p>Spanish speaking teacher, aide or student will serve as translators for LEP parents, when necessary</p> <p>There will be attempts to have a community member on the board</p> <p>Use of Facebook for announcements about ERCS</p> <p>Email as a means of parent teacher communication</p> <p>implementation of One Call Now parent notification system</p>	<p>Teachers, parents, ERCS Board, Community members</p> <p>Dir. Of Stud. Ach</p>			
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Description of specific actions to improve education practice in English Language Arts and Mathematics	Persons involved	timeline	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Build relationship with Headstart to encourage preschool parents to consider ERCS as a possible placement for their kindergarten child; participate in First 5 meetings</p> <p>Provide interested parents and students with passwords for online math textbooks/ELA/websites that match ERCS curriculum</p> <p>Provide opportunities for new teachers to learn simple “CAB”activities to help students with special learning styles</p> <p>Vision and hearing screening</p> <p>Allow students to check out books from classroom libraries when appropriate. Use the Round Valley Public Library, the ERCS library and audiobooks for personal devices</p> <p>CELDT testing</p> <p>ELL tutoring</p> <p>Special Education services available through RVUSD</p> <p>Educational websites and apps for students using personal tablets, according to parent request</p> <p>Monthly parent events/student incentives</p>	<p>K-1 teacher, 2017-18</p> <p>Teachers, parents</p> <p>Director of student achievement /release time</p> <p>Hearing van, RVIHC</p> <p>Mendocino County</p> <p>Celdt trained tester</p> <p>Dir stud Ach, Aides</p>	<p>ongoing</p> <p>ongoing</p>	<p>\$2000</p> <p>\$2000</p>	<p>Supp/con grants</p> <p>Supp/con grant</p>

Description of specific actions to improve education practice in English Language Arts and Mathematics	Persons involved	timeline	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>review individual and group data, course grades, lesson plan books, portfolios and test scores</p> <p>administer Envision benchmark/ CA summative tests, QRPII or Fontas Pinell reading assessments</p> <p>quarterly tests of Star Enterprise Assessment in math/ELA ERCS Board reviews results quarterly</p> <p>teachers are engaged in self evaluation continually, and use the staff meetings to collaborate on instructional strategies</p> <p>review of standardized scores to evaluate curriculum/pedagogical practice and make changes accordingly</p> <p>Tech Plan, LEA Plan, LCAP and Single Plan for Student Achievement will be evaluated annually</p> <p>Annual parent survey/questionnaire to assess parent satisfaction and pinpoint areas for improvement</p> <p>Annual program audit delivered to RVUSD</p> <p>Portfolios of student work</p>	<p>All teachers</p> <p>ERCS Board, teachers and parents</p> <p>All teachers,</p> <p>teachers, ERCS Board and SSC</p> <p>dir of Stud Ach, SSC, ERCS Board</p> <p>parents</p> <p>Business manager</p> <p>teachers</p>	<p>2017-18</p> <p>2017-18</p> <p>ongoing</p>		

Description of Specific Actions to Improve Education Practice in Reading and Mathematics	Persons involved,	timeline	Estimated cost	Funding source
<p>10. Any additional services tied to student academic needs</p> <p>CAB testing, SST meetings as necessary Field Trips when possible Plays, Variety Show Script reading in history Essays Journals Peer Tutoring Student authored published books/published classroom writing Science fair write ups Instruction to encourage the healthy mind-body connection for higher academics Music More attention from teachers to individual students Partner reading Possible class switch twice a week for an hour Low ratio of students to computers Cycle kid program Teaching conflict resolution Whole school cross age p.e. weekly</p>	<p>Teachers, parent volunteers, ERCS Board</p>			

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

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

All LEP students are given the CELDT test in the fall annually to determine individual progress and pinpoint individual needs. According to the results, LEP students are grouped according to mastery, and receive English language instruction, using the Language for Learning curriculum (SRA) and other ELL resources, such as software or teacher created curriculum. Instruction is provided by an aide or a teacher. ELL students may also use individualized, self paced computer programs which are available in the classrooms; peer tutoring is also available.

In 2016-17, 50% of returning EL students made a year's progress according to CELDT scores.

Performance Goal 3: *In 2015-16, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist. **[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<p>100% of our teachers are fully credentialed, and highly qualified.</p> <p>All teachers have completed BTSA coursework.</p> <p>The staff meets weekly for 2-4 hours. ERCS encourages teachers to focus on instructional practices during staff meetings.</p> <p>The classroom aides make a noticeable difference in student achievement. All aides have passed the local aides' exam or possess an AA</p> <p>ERCS offers 5 days of quality paid time for the faculty's in house professional development : 3 days of pre-school activities are allocated for group training, collaboration and planning, and grade /subject level curriculum preparation. 2 days of post-service activities allocated for formative and summative assessment, planning, collaboration, and evaluation.</p> <p>Teachers are using online sources for professional development/tech training/ curriculum. Teachers will receive 2 days of professional development in 2017-18</p>	<p>Teachers at ERCS are paid less than their local counterparts.</p> <p>Covelo's isolation makes professional development difficult; however, online education courses make it possible for Covelo residents to take courses without spending inordinate amounts of time in travel.</p> <p>The isolation of Covelo and a critical teacher shortage make it difficult to retain quality teachers over the years.</p> <p>ERCS has no access to a school counselor. Yuki Trails and Tapestry services are available for some students</p> <p>The modular classrooms need repair and may have to be replaced.</p>

Please provide a description of:	Persons Involved/	Timeline	Estimated Cost	Funding Source
<p>1. How the professional development activities are <u>aligned</u> with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>5 days of pre and post school collaboration focus on the standards-based, written, taught, and assessed curriculum. All professional courses taken are aligned with Common Core standards.</p> <p>Professional development training will include tech training to better use newly purchased Chromebooks and to establish school wide goals and improve communication</p> <p>All teachers are receiving online training in school safety</p> <p>Teachers share knowledge of standards aligned websites for lesson plans and student assignments</p> <p>Teachers will continue to use Smarter Balanced website, the digital library and the Teaching Channel to learn best practices for teaching the common core standards</p>	<p>Certificated staff</p> <p>ongoing</p> <p>teachers</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Staff salaries and benefits</p>	

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

Please provide a description of:	Persons Involved/	Timeline	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to <i>eliminate the achievement gap</i> that separates low-income and minority students from other students:</p> <p>Weekly staff meetings allow all staff to share insights and strategies to determine how the instructional program will meet all needs.. Board meets with the teachers to increase communication about student achievement</p> <p>In 2017-18, teaching staff and the ERCS Board will continue to focus on the school’s mission statement, shifting more attention to holistic learning and increasing the emphasis on projects, science, and the arts. This is to motivate students who are academically challenged and to engage them in the learning process.</p> <p>Teachers and aides may have access to CAB activities to strengthen information processing skills in students with learning inefficiencies.</p> <p>Increased technological access enhances classroom instruction and makes computer literacy available to students who lack computers in their homes. Software and websites provide differentiated instruction and track individual student progress and allow for students to work at home</p> <p>Parents will be invited to participate in all classrooms</p> <p>Awards assemblies, student of the quarter in each grade/classroom</p>	<p>All staff, ERCS Board</p> <p>ERCS teachers</p> <p>parents</p>	<p>ongoing</p> <p>ongoing</p>		

Please provide a description of:	Persons Involved/	Timeline	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) <u>needs</u> of teachers and principals will be met:</p> <p>Weekly collaborative time to monitor progress on standards, ways to incorporate them into holistic learning, and classroom management; monthly board meetings at teacher meetings allow for better communication of needs of teachers</p> <p>ERCS Board will reimburse teachers for 2 days of professional development in 2017-18.</p> <p>Director of Student Achievement mentors new teachers as necessary</p> <p>teachers will share literature, websites, and curricula that they find useful</p> <p>teachers are receiving online training on Internet safety, fair use, and piracy, mandatory reporting, school safety, such as blood borne pathogens, fire extinguishers etc.)</p> <p>free online digital resources are available to teachers (Annenberg, SBAC Digital Library, PBS etc.)</p>	<p>All certificated teachers/Bd</p> <p>pre and post - teaching days</p> <p>all teachers</p>	<p>ongoing</p> <p>annually</p>	<p>\$2,000</p>	<p>Supplemental and Concentration Grant LCFF</p>
Please provide a description of	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How students and teachers will have increased access to technology; and how ongoing <u>sustained professional development</u> for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>				

<p>The Director or Student Achievement and the Business Manager review the budget to determine which expenditures are feasible before presenting the plan to the Board</p> <p>The Tech Committee gives input into tech requirements that need to be met in professional development. Yearly evaluation of Tech plan guides next year's tech activities</p> <p>SPSA and LCAP is discussed by the SSC which makes for suggestions, amendments and approves the plan</p> <p>The LEA, SPSA and LCAP are discussed and approved by the ERCS Board</p> <p>Parents make suggestions in their annual questionnaires which are reflected in the LEA/SPSA and LCAP etc.</p> <p>The Board meets monthly regarding school development and advises as necessary Parents may address the ERCS Board with concerns/requests at any regular Board Meeting. Board meetings are held with the teachers present</p> <p>8. How the LEA will <u>provide training</u> to enable teachers to:</p> <p>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</p> <p>Involve parents in their child's education; and</p>	<p>aires, Board)</p> <p>School Site Council</p> <p>ERCS Board</p>	<p>Yearly</p> <p>Fall</p> <p>Spring</p>		
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<p>Understand and use data and assessments to improve classroom practice and student learning.</p> <p>Teachers share the knowledge of their training in teaching techniques for students with learning disabilities and students in need of enrichment</p> <p>Teachers will develop thematic units / holistic lessons/ projects to allow for extended learning opportunities for gifted students, hands-on opportunities for challenged students</p> <p>A system of whole school conflict resolution and proper school behavior is taught school wide to get everyone on the “Same Page.” The handbook is updated to reflect behavioral expectations. Students who misbehave continually may be referred to the Board for disciplinary action and/or possible interventions.</p> <p>All staff will collaborate on Same Page policy updates as needed</p> <p>Parents are required to commit 2 hours per week, per child. Many parents contribute more hours to the successful running of the school.</p> <p>Teachers will participate in trainings offered by RVUSD when invited</p> <p>Weekly faculty meetings allow for sharing of ideas and information regarding all aspects of teaching. Monthly Board meetings are combined with teacher meetings to ensure greater communication</p> <p>SST meetings are held as necessary; IEP meetings are attended by the Special Ed. Liaison to ensure ongoing familiarity with students’ learning issues. 504 plans will be written as needed.</p> <p>Awards assemblies encourage parent attendance quarterly, along with parent conferences, back to school night, science shows, variety shows, winter performance</p>	<p>All teachers</p> <p>Ongoing</p> <p>Teachers</p> <p>Onsite school staff</p> <p>RVUSD</p> <p>ERCS Bd and teachers</p> <p>SELPA rep and Sp. Ed Liaison</p>			
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<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>With prior approval, the LEA may pay for staff time for trainings outside the school calendar such as Common Core training,/ tech training to maximize the benefit of Chromebooks/embedding art in the core curriculum. ERCS will pay daily rate salary for teachers' trainings on non school days</p> <p>The LEA may pay for release time for teachers to observe other master teachers in different schools</p>	All staff		Per diem pay	Supplemental and Concentration Grant
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Environments Conducive to Learning (Strengths and Needs):

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

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

STRENGTHS	NEEDS
<p>Whole school rules for communication to promote Non-violence</p> <p>Same Page policy developed and implemented</p>	<p>New teachers and staff need to enforce the rule that an individual student must tell another student who is bothering him/her to stop the behavior. If that intervention does not work, the student needs to get help from</p>

<p>Education of the whole child</p> <p>Class problem solving of behavioral issues</p> <p>Cross-age activities (partner reading) and peer tutoring</p> <p>Family supported school and small class sizes</p> <p>All students and staff know each other</p> <p>Frequent communication between teachers and parents parents sign the handbook yearly</p> <p>education about the effects of drug addiction for 4-6th grade</p> <p>Referrals to the ERCS Board regarding students whose behavior is unsafe or disruptive to others' education</p> <p>School handbook updated annually</p> <p>Search policy in place</p> <p>Anti bullying curricula in classrooms, strategies for dealing with bullying behavior</p> <p>Cycle-Kid program</p> <p>Whole brain teaching strategies</p>	<p>an adult.</p> <p>Review established rules of conduct with the student body <u>and families</u> on an annual basis</p> <p>ensure that 2nd-6th grade students sign the school behavioral contract yearly</p> <p>more community service</p> <p>100% parent involvement/ more outreach by extending invitations to parents for specific activities at school</p> <p>Greater enrollment of students</p> <p>Regular attendance needs to be monitored; students who miss 18 school days may be retained.</p>
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Environments Conducive to Learning (Activities):

ACTIVITIES

School wide rules are:

Be safe, physically and emotionally= be safe

Do your best = be responsible

The Golden Rule- treat others = be respectful

the way you would like to be treated

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

Older students may sign contracts agreeing to high level of conduct and attendance

Families involved in students' education

Family atmosphere, small class sizes

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

Teachers share insights about individual students because they have had them in class in previous years

Multi-grade classrooms allow teachers to know students and their families well and to establish working relationships over a period of years

Minimum standards published for student goals increase student self confidence through a sense of achievement

Examples of motivational activities include:

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

Variety shows, theatrical productions

Sharing of the yard at recess

Student projects

Gardening, art projects, crafts

Music, bell choir

Cycle Kid program

Community awareness and contributions

Educational field trips

Round Valley Public Library

Book publishing, Young Author's Tea

Christmas performance, back to school performance

Parents in the classroom

Please list the activities or programs supported by all

NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

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

STRENGTHS	NEEDS
<p><i>Based on data regarding the incidence of violence and communities to be served, and other qualitative data, the following are the strengths and needs related to preventing risk behavior:</i></p>	<p>Better sports program More parent volunteers to teach specific sports Greater access to counseling Better p.e. equipment More parent involvement More parents in the classroom Increased enrollment New teachers</p>
<p>Discussion of drugs Build self confidence through academics, social interaction and activities Build on student interests Nutrition training /Cycle Kid Encouraging students to develop personal interests, and giving them the skills to pursue them, or the time to share them (i.e. Variety show, Science Fair, class sharing) Minimum standards/goals for promotion Student chores to promote pride in the school Good communication among teachers and aides</p>	

Chance to study History and Science as well as math and language; student interest is high in these areas

Arts: music, drama, writing, performance

Volunteer Board composed of parents

Aides in all classrooms

One to one Chromebooks for students

Parent activities scheduled monthly

Cross age activities

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

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

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

Since ERCS will serve only TK-6, activities have been limited to ensuring that sixth grade students are properly prepared for high school, and to tracking (informally) progress thereafter.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	NOT APPLICABLE ERCS WILL BE SERVING ONLY TK-6 STUDENTS				
5.2 (Dropouts)					
5.3 (Advanced Placement)					

Additional Mandatory Title I Descriptions

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

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

Poverty criteria are based on eligibility for free and reduced price lunch. The LEA is a non-profit corporation operating a single TK-6 school with 97% of the students qualifying for Free and Reduced Meal Program (FRMP).

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

Teachers, SSC, The ERCS Board, parents, and the Director of Achievement review the whole school statistics regarding benchmark and standardized test scores. Any student who scores below grade level is eligible for Title I services.

The teachers and the ERCS board review the statistics from the quarterly benchmark assessments in math and ELA to monitor whether students are making progress. They also review Summative CAASPP tests. Any student who scores below grade level is eligible for Title I services.

Teachers are interviewed to identify TK-2 students who are performing below grade level. A confidential list is made to earmark individual students for specific help in instruction. In addition, students with special needs may be given specific activities to develop their weaker areas of cognition.

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

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

The LEA is a non-profit corporation that operates one charter school which provides educational services to all interested students in grades TK-6 up to the school's capacity.

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

The LEA is a non-profit corporation that operates a single charter school. ERCS has never been designated as a Program Improvement school. ERCS CAASPP scores are comparable to those of the surrounding district. However, the number of students being tested is too small to be statistically significant. In addition, ERCS has implemented the Star Assessments which are given quarterly to all students to monitor their progress. ERCS has limited its enrollment to TK-6th grades to better serve its students and to retain the atmosphere of a friendly, well behaved student body.

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

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

Additional Mandatory Title I Descriptions

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

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

Coordination of Educational Services

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

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

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

Curriculum has been unified by using the same textbook publisher in TK-6 classrooms; children with disabilities who qualify for Special Education services receive them through Round Valley Unified School District, and are monitored by ERCS's Special Education Liaison; ELL students are tested annually on CELDT and receive supplemental services at ERCS in learning English.

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

Security procedures at school and while students are on the way to and from school.

Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

A crisis management plan for responding to violent or traumatic incidents on school grounds.

A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

Allows a teacher to communicate effectively with all students in the class.

Allows all students in the class to learn.

Has consequences that are fair, and developmentally appropriate.

Considers the student and the circumstances of the situation.

Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

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

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
 - (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)
58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

Monica Maestas
Print Name of ERCS Board Chair

May 11, 2016

Signature of Board Chair

Date