Feather River Charter School

Special Board Meeting

Date and Time

Wednesday April 14, 2021 at 5:00 PM PDT

Zoom Link: https://zoom.us/j/96568347400

Meeting ID: 965 6834 7400
Join by Phone: (669) 900-6833

Agenda

I. Opening Items

- **A.** Record Attendance
- **B.** Call the Meeting to Order
- **C.** Approval of the Agenda
- **D.** Public Comments

II. Finance

- **A.** School Counselor Salary Schedule
- **B.** Discussion and Potential Action on the Consolidated Application and Reporting System (CARS) Application for Funding

C. Discussion and Potential Action on the Local Control and Accountability Plan (LCAP) Federal Addendum for Title 1

D. Discussion and Potential Action on the ESSER II Assurances

E. Approval of software license purchase

III. Academic Excellence

A. Multi-Year Planning Amounts

IV. Closing Items

A. Board of Director's Comments and Requests

B. Announcement of Next Regular Scheduled Board Meeting

April 27, 2021 at 6:00 p.m.

C. Adjourn Meeting

Public Comment Rules: Members of the public may address the Board on agenda or non-agenda items through the teleconference platform, Zoom. Zoom does not require the members of the public to have an account or login. Please either utilize the chat option to communicate to the administrative team of your desire to address the Board or simply communicate orally your desire to address the Board when the Board asks for public comments. Speakers may be called in the order requests are received. Comments are limited to 2 minutes each, with no more than 15 minutes per single topic. If a member of the public utilizes a translator to address the Board, those individuals are allotted 4 minutes each. If the Board utilizes simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, those individuals are allotted 2 minutes each. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to school staff or calendar the issue for future discussion.

Note: The Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at (562) 584-0427 at least 48 hours before the scheduled board meeting so every reasonable effort can be made to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132)).

Coversheet

School Counselor Salary Schedule

Section: II. Finance
Item: A. School Counselor Salary Schedule
Purpose: Vote
Submitted by:
Related Material: Salary Schedules_21_22_FR - 21_22 C-Leadership .pdf

BACKGROUND:
Update to high school counselor days from 207 to 200. Better aligned with schools.

Feather River Charter School

Leadership Salary Schedule

Schedule C

Pay Scale Level*

	Educational Services Coordinator	Coordinator I***	Coordinator II***	High School Counselor	School Counselor/ SST Coordinator
	215 Days**	207 Days**	200 Days**	200 Days**	195 Days**
Steps	**Annual**	**Annual**	**Annual**	**Annual**	**Annual**
1	$91,000	$81,000	$78,000	$70,000	$63,000
2	$93,000	$83,000	$80,000	$72,000	$65,000
3	$95,000	$85,000	$82,000	$74,000	$67,000
4	$97,000	$87,000	$84,000	$76,000	$69,000
5	$99,000	$89,000	$86,000	$78,000	$71,000
6	$101,000	$91,000	$88,000	$80,000	$73,000
7	$103,000	$93,000	$90,000	$82,000	$75,000
8	$105,000	$95,000	$92,000	$84,000	$77,000
9	$107,000	$97,000	$94,000	$86,000	$79,000
10	$109,000	$99,000	$96,000	$88,000	$81,000
11	$111,000	$101,000	$98,000	$90,000	$83,000
12	$113,000	$103,000	$100,000	$92,000	$85,000
13	$115,000	$105,000	$102,000	$94,000	$87,000
14	$117,000	$107,000	$104,000	$96,000	$89,000
15	$119,000	$109,000	$106,000	$98,000	$91,000

Educational Stipends	
Masters Degree	$500
Doctorate Degree (conferred, transcripts required)	$5,000

Only one educational stipend will be paid per employee. The higher of the qualified stipends will be paid. All educational stipends require proof

*Travel is a requirment of the School Psychologist position, travel will be reimbursed based on the reimbursement policy

**Annual salary is based on the minimum number of work days. The work days listed for each position is a minimum number of work days, and team members may need to work additional days beyond the work calendar

***Please refer to the job description for the minimum number of rostered students and/or classes to be taught. With approval of their Director these positions can support additional students

Annual salary advancements for longevity are not guaranteed and are subject to the school's operational needs and/or budget approved by the School Board

Coversheet

Discussion and Potential Action on the Consolidated Application and Reporting System (CARS) Application for Funding

Section: II. Finance
Item: B. Discussion and Potential Action on the Consolidated Application and Reporting System (CARS) Application for Funding
Purpose:
Submitted by:
Related Material:
2020-21 Application for Funding Data Entry (CARS) (CA Dept of Education).pdf

2020-21 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board: (ex. MM/DD/YYYY)

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name:
(non-LEA employee)

DELAC review date:

Meeting minutes web address:
Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.

DELAC comment:
If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

* **Title I, Part A (Basic Grant)**:
ESSA Sec. 1111 et seq.
SACS 3010
○ No ○ Yes

* **Title II, Part A (Supporting Effective Instruction)**:
ESEA Sec. 2104
SACS 4035
○ No ○ Yes

* **Title III English Learner**:
ESEA Sec. 3102
SACS 4203
○ No ○ Yes

* **Title III Immigrant**:
ESEA Sec. 3102
SACS 4201
○ No ○ Yes

* **Title IV, Part A (Student and School Support)**:
ESSA Sec. 4101
SACS 4127
○ No ○ Yes

Title V, Part B Subpart 2 Rural and Low-Income Grant:
ESSA Sec. 5221 SACS 4126
○ No ○ Yes

Save Return to List

Consolidated Application Support Desk, Education Data Office | conappsupport@cde.ca.gov | 916-319-0297
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street

Sacramento, CA 95814

Coversheet

Discussion and Potential Action on the Local Control and Accountability Plan (LCAP) Federal Addendum for Title 1

Section: II. Finance
Item: C. Discussion and Potential Action on the Local Control and Accountability Plan (LCAP) Federal Addendum for Title 1
Purpose:
Submitted by:
Related Material: LCAP Addendum- Feather River.docx

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

LEA name:

Feather River Charter School

CDS code:

51714560133934

Link to the LCAP:
(optional)

https://featherrivercharter.org/about/accountability

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

Title I, Part A
Title II, Part A
Title III, Part A

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Feather River Charter School

Academy is a tuition-free, public charter school serving transitional kindergarten through 12th-grade students. As a non-classroom-based independent study charter school, we take great pride in offering our students flexible, personalized learning experiences. Families select the combination of systems that best suit student learning needs and interests, including Place-Based Learning that immerses students in local cultures, landscapes, and resources to contextualize our curriculum. We offer online and in-person courses led by credentialed teachers (when appropriate based on COVID restrictions). Of our approximately 1,100 students, 42% are English Learners, live in poverty or foster care. About 11% of our students have exceptional learning needs. Further, 69% of our students are White, 16% are Hispanic or Latino, 7% are Two or More Races, and 3% are Black.

Although the state did not technically report results in the California Schools Dashboard for 2020 (SB98), it did publish valid and reliable data collected in 2019-20 that would have been included in the 2020 Dashboard. This data demonstrates our 2020 cohort high school graduation rate is 90%, higher than the statewide average of 86.6%. Further, our numerically significant subgroups' graduation rates are as follows: Latino 92%, White 90%, low-socio-economic status 88%, and students with exceptional needs 84%. The data collected in 2019-20 that would have been reported in 2020 Dashboard also applies to Career and College Readiness. Based on the 2020 results, the percent of our students scoring at Prepared for Career or College is 32%. 65% of White students and 23% of Latino are scored at Prepared. We are making a concerted effort to improve our performance on the California Schools Dashboard indicator related to college and career readiness.

Further, our English Learner (EL) reclassification rate for the 2019-20 school year 13%, three percentage points lower than the county average of 16% and similar to the state average of 13.8%. Additionally, the 2019 Dashboard results indicate that 55% of our ELs are making progress towards English language proficiency.

The 2019 Dashboard also indicates our Distance from Standard Points (DFS) for English Language Arts is 27.6 points below standard. Although we improved consistently over the previous three years, our Dashboard color score is Yellow. 42% of our students scored at Met or Exceeded the Standard for ELA. In particular, we need to improve our current ELs scores: 93.4 points below standard compared to our reclassified ELs who scored at 14.6 points below standard. Achievement results demonstrate a positive correlation between grade level progression and the percentage of students who scored at Met or Exceeded the Standard for ELA: Grade 3 ELA 31%, Grade 4 ELA 37%, Grade 5 ELA 41%, Grade 6 ELA 41%, Grade 7 ELA 46%, Grade 8 ELA 51%, and Grade 11 ELA 59%. Although performance data for Black students was reported for only grade 6, it demonstrates an achievement gap. 22% of Black students scored at Met or Exceeded the Standard for ELA compared to 33% for Latino students and 45% for White students.

Our schoolwide DFS is 85.9 points below standard in math, and our Dashboard color score is Orange. 20% of our students scored at Met or Exceeded the Standard for Math. Each of our significant subgroups need to improve their math performance, but our students with significant learning needs are relatively most in need, scoring at 136 points below standard. We are keenly aware of our performance on the Dashboard and working to improve our results.

To improve student performance, we will use federal funds to implement the following strategies:

Title I, Part A

1) We will supplement our mathematics curriculum and instruction. As described in the previous paragraph, we are keenly aware of our math performance on the Dashboard for all subgroups. For example, we will increase the amount of teacher professional development focused on understanding state academic standards, teacher resources, instructional material, and educational support. Professional development will focus on the standards for mathematical practice, appropriate instructional support, and formative assessments. We will focus on low-income students who are not performing At Standard in math.

2) We will supplement our English Language Arts (ELA) curriculum. As described in the previous paragraph, we need to improve our ELA performance, particularly for English Learners. Given the integration of ELA and English Language Development (ELD) standards, we will increase teacher professional development focused on understanding this overlap. Professional development will focus on the standards for ELA and ELD, appropriate instructional support, and formative assessments. We will focus on low-income students who are not performing At Standard in ELA.

3) We will supplement strategies intended to facilitate college and career readiness, including partnerships with local colleges and employers. Supplemental strategies include exploring the possibility of establishing work-based internships and establishing agreements for dual enrollment courses.

4) Establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

Title II, Part A

To improve our professional growth and improvement systems for teachers and administrators, we will provide staff training related to formative, diagnostic, and interim assessments. To optimize data produced by diagnostic and interim assessments, it is vital that staff fully understand how to interpret results and modify curriculum and instructional appropriately.

Title III, Part A

To supplement professional learning to guide and support administrators, coordinators, and teachers in addressing English Learners' academic needs to ensure they gain academic content knowledge and English language proficiency.

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.

We use our LCAP as the foundation for schoolwide (we are a single school charter) conversation and reflection to ensure our goals and state priorities are aligned and guide our focus. Our LCAP includes actions paid with Title I, II, and III funds. Specifically, LCAP actions that address Local Control Funding Formula (LCFF) priorities 1, 2, 4, 7, and 8 are aligned with monitoring student performance and achievement outcomes. LCAP actions aligned with LCFF priorities 2,4 and 7 are aligned with career technical and work-based opportunities. Further, we align funding sources such that federally funded actions supplement our state-funded base programs. By integrating addressing state priorities in our LCAP and including both state and federal-funded actions, we build upon success while simultaneously address areas of concern.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We consider parents/guardians as partners in educating our students. We ensure all school information and reports are provided in a format and language that parents/guardians understand via a digital format that can be translated with the use of technology. We also provide translation as appropriate. We use Zoom, email, phone, and instant messaging to communicate regularly with parents and families regarding school events and student academic progress.

During the 2019-2020 school year, we initiated significant outreach and engagement with families, including surveys and virtual town hall meetings. Our communication with families yielded vital information related to COVID-19 challenges. We continued to proactively engage families during the

2020-2021 school year serving as the foundation of our LCAP. Although we did not receive Title 1 funding last year, we nonetheless ensure that parents/guardians of students who qualify for Title 1 funding are aware of opportunities to participate in advisory, decision-making, and advocacy roles. For example, we proactively and appropriately advertise opportunities to serve on our single-school DELAC. In 2021-22, the parents and guardians of Title I students will continue to be apprised of opportunities to participate in an organized and consistent manner responsive to their demanding schedules. For example, parents/guardians will be invited to plan, review, and improve Title I programs and the Title I parental involvement policy. The Title I policy will be annually distributed in the Parent-Student Handbook and included in the board policy. It will be available on the school website, with hard copies available as needed from the school office. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with federal and state regulations. The policy will be updated annually based on the feedback received from our parent advisory group, School Site Council, and ESSA updates.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We currently serve 8 (0.7%) homeless students. None of our students are currently identified as living in foster care. We are careful to ensure that none of our homeless students (and foster as needed) experience enrollment delays in school or classes or any other services. When a family is identified as homeless, we do not require anything substantive to enroll. Homeless students will be enrolled and provided a full and equal opportunity to succeed in school and various programs. Enrollment disputes are mediated in accordance with the law, Board policy, and procedure. Further, any family

who identifies as homeless may continue to enroll in our school should they move out of our district. Our McKinney-Vento Homeless Liaison, in collaboration with school administrators, teachers, and paraprofessionals, will coordinate to monitoring the attendance/engagement of homeless students, including their academic, behavioral, and social/emotional progress and needs.

We will use Title I funds to supplement programs and supports aligned with the McKinney-Vento Homeless Act provisions and ensure that each child of a homeless individual and homeless youth has equal access to the same free, appropriate public education provided to other children and youths. We will provide specific information in outreach materials, websites, and social media platforms notifying parents that the school is open to enroll and provide services to all students, including contact numbers to access additional enrollment information.

Our McKinney-Vento Homeless liaison coordinates with all staff to ensure homeless students are provided with technology, supplies, and counseling to support them academically and social-emotionally. These needs could include academic, attendance, or social-emotional support. In particular, our liaison ensures families of homeless students are aware of opportunities to adjust graduation requirements (including the impact on college enrollment requirements).

Student Transitions

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

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

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not plan to use Title 1, Part A funds to support student transitions. Actions related to student transitions are outlined in our LCAP and funded with state LCFF funds. Pertinent LCAP actions ensure all students transition successfully from elementary school to middle school, from middle school to high school, and from high school to postsecondary education and careers. For example, our LCAP actions including increasing the number of Career Technical Education (CTE) Pathways.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We will use Title I, Part A funds to establish a digital library program to provide students an opportunity to develop digital literacy skills and improve academic achievement. A digital library will emulate college approaches to creating centers of technology and information literacy, allowing students to access a vast array of books online and includes English Learner supports such as audiobooks and those written in their native language.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend**.**

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary

school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We plan to use Title II, Part A funds to improve our professional growth and improvement systems for teachers and administrators. We will provide staff training related to formative, diagnostic, and interim assessments. To optimize data produced by diagnostic and interim assessments, it is vital that staff fully understand how to interpret results and modify curriculum and instructional appropriately.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are a single-school charter.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We plan to use Title II, Part A funds to purchase education software (and related training) to produce class-level, teacher-level, and school-level reports that provide individualized data to inform support for student academic, social, and emotional support. This type of software also allows us to disaggregate results by student characteristics, including gender, race and ethnicity, income status. Most importantly, this software and training will allow us to integrate supports with our MTSS, allowing teachers, administrators, and coordinators to assign and manage evidence-based interventions across multiple tiers of support, facilitating collaboration among staff, including specialists.

TITLE III, PART A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We plan to use Title III, Part A funds to supplement professional development related to English Learner needs. The leadership team, including administrators, will engage in monthly professional learning focused on best practices that are successful with English Learners, such as effective instructional methods and strategies. Best practices are based on evidence-based successful approaches.

Teachers also engage in monthly professional development focused on analyzing data from formative and interim supports and academic support reflection. We take a Professional Learning Community (PLC) approach wherein all teachers are welcome to participate and contribute to professional learning. Teachers are empowered to provide feedback to their colleagues in supporting English Learner success. Our PLC approach facilitates the identification of instructional successes and needs and thus the adjustment of professional development.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not receive Title III, Immigrant funding.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Tier 1 English Language Development (ELD) curriculum (integrated and dedicated) includes a range of information systems (e.g., graphic organizers, diagrams, videos, or other media) and improved language models (e.g., sentence frames and stems) to provide comprehensible input and structure. These instructional supports are aligned with our core instructional approach, emphasizing multiple means of engagement, representation, and expression. We use Title III, Part A funds to supplement our Tier 1 ELD curriculum, including synchronous online leveled designated ELD classes composed of approximately 20 students, additional dedicated ELD, twice a week in 45-minute synchronous sessions, and access to online programs such as BrainPop, MobyMax, and Babble.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure our ELD curriculum and instruction is consistent with the state's long-term goals and academic standards, we will align our professional learning with:

1) The California CCSS for English Language Arts and Literacy,

2) The California ELD/ELA Framework,

3) The California English Learner Roadmap, and

4) The California Literacy Plan.

The CCSS for English Language Arts and Literacy are divided into strands: Reading, Writing, Speaking and Listening, and Language. The CCSS literacy standards set an interdisciplinary

expectation that the development of each student's literacy skills is a shared responsibility with teachers across the content areas, each supporting disciplinary literacy in their subject. We are aware that the California English Language Development Standards (CA ELD Standards) are used in tandem with the ELA standards to teach literacy to English learners (ELs). The ELA/ELD Framework combines ELA and ELD and incorporates evidence-based guidance on curriculum, instructional, assessment, content and pedagogy, access and equity, professional learning, and systems support.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

Coversheet

Discussion and Potential Action on the ESSER II Assurances

Section: II. Finance
Item: D. Discussion and Potential Action on the ESSER II Assurances
Purpose:
Submitted by:
Related Material:
Feather River Confirmation - ESSER II Assurances (CA Dept of Education).pdf

ESSER II Assurances

ESSER II was allocated through the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 to assist local educational agencies respond to the 2019 Novel Coronavirus.

Submission Confirmation

Feather River Charter (CDS Code **51714560133934**) successfully completed submission for ESSER II funds on **4/5/2021 9:03:27 PM**.
You may print a copy of this confirmation for your records.
ESSER II Home
ESSER II search

Feather River Charter

Contact Information

- **If your DUNS number is blank or incorrect, then**
  - please work with your CDS coordinator to update or revise your information. Your CDS coordinator can be found on your LEA's profile on the California School Directory at https://www.cde.ca.gov/schooldirectory.
  - please contact the Charter Schools Division at charters@cde.ca.gov.

LEA:
Feather River Charter
DUNS Number:
080167097
First Name:
Jenell
Last Name:
Sherman
Job Title:
Executive Director
E-mail:
jenell.sherman@clarksvillecharter.org
Telephone:
(916) 532-5932

Question:
What is your favorite sport?
Answer:
track

Certification

The checkbox was selected, certifying that I have read the applicable certifications, assurances, terms, and conditions identified on this grant application and I agree to comply with all requirements as a condition of funding.

On behalf of Feather River Charter, I hereby apply to the California Department of Education for ESSER II funds and agree to all of the following assurances:

PART I: General Assurances for Local Educational Agencies (LEAs)

Feather River Charter will comply with the requirements in Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e):

(1) The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) The control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program;

(4) The LEA will make reports to the State agency or board and to the U.S. Secretary of Education, as requested, as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under Section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) In the case of any project involving construction, the LEA will provide reasonable assurances that–

(a) the project is not inconsistent with overall State plans for the construction of school facilities, and

(b) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;

(9) None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. (20 U.S.C. 1232e)

PART II: ESSER II Usage of Funds Assurances

Feather River Charter assures that funds will be used in accordance with section313(d) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). Under that Act, LEAs receiving ESSER II funds under this title may use the funds for any of the following:

(1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) (‘‘IDEA’’), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (‘‘the Perkins Act’’), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).

(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(8) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

(b) Implementing evidence-based activities to meet the comprehensive needs of students.

(c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

(d) Tracking student attendance and improving student engagement in distance education.

(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

The U.S. Department of Education generally does not consider the following to be an allowable use of ESSER II funds, under any part of 313: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the state educational agency (SEA) or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

PART III: Programmatic, Fiscal, and Reporting Assurances

Feather River Charter will comply with all of the accountability, transparency, and reporting requirements that apply to the program, which the Governor has already assured.

(1) The LEA and any other entity that receives ESSER II funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 315 of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

(2) The LEA receiving ESSER II funds will comply with all reporting requirements, including those under Section 313(f) of the CRRSA Act. The SEA may require additional reporting in the future, which may include: the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 313(d), such as any use of funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

(3) The LEA receiving ESSER II funds will comply with Title 2, Code of Federal Regulations, Section 200.305 that requires sub-grantees to remit interest earned on advances to the federal agency.

(4) The LEA receiving ESSER II funds will comply with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management.

PART IV: Other Assurances

Feather River Charter assures that:

(1) The LEA or public IHE will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act;

and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

(2) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

(3) Any LEA or public IHE receiving funding under this program will have on file a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

(4) To the extent applicable, an LEA or public IHE will include a description of how the LEA will comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a) in future reports. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

(5) The State will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER II funds for purposes that are reasonable, necessary, and allocable under the CRRSA Act.

(6) The State and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Questions: The Federal Stimulus Team | EDReliefFunds@cde.ca.gov