

TEMPLATE FOR THE
SINGLE PLAN FOR STUDENT ACHIEVEMENT

At The Eel River Charter School

2365607-2330272
CDS Code

Date of this revision: March 3, 2018

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Eel River Charter

_____ School District

The School Site Council approved this revision of the School Plan on **April 10, 2018**

The Eel River Charter School Board approved this plan on **April 16, 2018**

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The Mission of the Eel River Charter School is: ***Working with families in community through holistic teaching to develop educated, responsible, compassionate people***

The following statements characterize educational practice at this school:

- 1. Alignment of curriculum, instruction and materials to content and performance standards:** All classroom teachers have written copies of California State Standards in English, math, history and science. They refer to these when choosing instructional materials and developing curriculum, so that curriculum is aligned with materials.

ERCS has adopted the Pearson Realize curriculum (Envision) in math with textbooks and online programs for all classrooms, in alignment with the California State Standards. The implementation of California State Standards rests with teachers, who are encouraged to use flexibility and variety in the ways that California State Standards are implemented. Teachers use Houghton Mifflin Medallion series for ELA, and supplement with a variety of reading and language arts materials.

- 2. Availability of standards-based instructional materials appropriate to all student groups:** All classrooms have texts for reading and supplemental libraries for ELA. New online supplemental programs are being used in the upper grades to enhance alignment with California State Standards. All supplemental materials conform to state standards (Charter schools are exempt from the requirement that all students must have textbooks in different subjects.) PearsonRealize (Envision math) has been adopted for TK-6, including online components.

Students have access to online components of adopted curriculum through Houghton Mifflin and PearsonRealize, as well as other academic websites like Khan Academy, and TenMarks in math. For ELA, 2-4th grade students use online reading programs (Ticket to Read, Core Clicks, and Citelighter). Teachers also use such websites as Readworks.org etc.

- 3. Alignment of staff development to standards, assessed student performance and professional needs:** All teachers collaborate in weekly staff meetings to assess student needs, share techniques in classroom management, and improve the educational program at ERCS. They make use of the Smarter Balanced Assessment Consortium website to access links to professional development sites like the Teaching Channel, the SBAC Digital Library and SBAC practice tests.

New teachers and support providers participate in the BTSA program, if necessary.

Teaching staff will continue to receive annual online training in cyber safety, fair use, and school safety, including mandatory reporting.

Teachers are planning online training regarding Whole Brain Teaching.

Teachers and aides had 2 Professional Development days for technical training, study of EL standards and testing procedures, the use of educational websites, and Whole Brain teaching.

4. Services provided by the regular program to enable under-performing students to meet standards: ERCS has a small student teacher ratio of 14:1. Including 3 full time aides, this ratio is reduced to a student: instructional adult ratio of 7:1. The curriculum includes hands-on and thematic applications of skills when possible. Classrooms have multiple grades and cross age activities. There is an aide in the classrooms so that students can receive small group instruction. Students in each class have access to online enrichment or remediation programs. Targeted students receive extra help in class in small groups; peer tutoring is often used as well.

Teachers and parents confer regularly, a minimum of three conferences per year is requested for all students, but parents and teachers may meet more often.

Parents are part of the governance and daily operations of the school; they are encouraged to contribute 2 hours per week per child, as a suggested minimum. To support the parent-child connection to the school, awards assemblies are held 3 times a year. To encourage parent attendance, all students receive an award at the assemblies. In addition, teachers give out special "Teacher Awards" for the categories of attendance, citizenship, homework, and honor roll. Each classroom honors a Student of the Quarter at the assemblies.

Conflict resolution is explicitly taught to help create a peaceful learning environment.

We have expanded our computer accessibility for students in all grades with math and language software that tracks individual student's progress. Most of these online components may be accessed at home.

EL students receive instruction in English Language, receiving extra instruction in the material covered in daily lessons. SST meetings, CAB testing and IEP testing/504 plans are arranged for students who are struggling.

5. Services provided by categorical funds to enable under-performing students to meet standards: A list of targeted students is developed according to teacher observation and benchmark tests through the quarterly Star math and reading assessment. The aides work with those students in small heterogeneous groups, giving the underperforming students a chance to learn from other students in addition to the aide. Concepts and skills are practiced and re-taught as necessary. The teacher provides the assignments and confers with the aide frequently. Categorical funds and Supplemental and Concentration grants have paid for the aides.

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

All English language learners are given the CELDT or ELPAC test of language development. EL students are given supplemental English language instruction with qualified aides, paid for with categorical funds.

REAP and Supplemental and Concentration Grant funds have enabled ERCS to purchase Chromebooks to increase our computer to student ratio to 1:1. These funds also pay for fast wireless service and a Tech Support person to help us with computer issues, purchasing, trouble shooting etc. Tech support provides help in restricting sites that students can access, minimizing game playing on Chromebooks. The online and computer software programs are an integral part of differentiated curriculum, especially necessary in a multi-grade classroom, and helpful for struggling students. .

6. Use of state and local assessments to modify instruction and improve student achievement:

ERCS uses the Test of Phonemic Assessment for TK-1 students who are assessed 4 times per year.

Additional local assessments of students include the Quality Reading Inventory II (Leslie and Caldwell) assessment which is will administered to all grades in the fall and spring.

The Star Reading and Math Assessment from Renaissance Learning is given quarterly to all students. ERCS has adopted this as a uniform assessment which will be given to all students in the school except for kindergarten.

The Renaissance ELA assessment is very difficult for students with poor vocabularies due to limited exposure to English in the home or due to low educational levels in the town. Teachers will add a reading assessment (Quality Reading Inventory or Dibels) that does not focus on difficult comprehension passages. Teacher observation of students, topic tests in curricula, and teacher-created tests for their classrooms are other forms of assessment.

The CAB and REO tests may be used to provide a learning profile and recommendations for students with learning difficulties. ERCS conducts SST meetings for students with learning issues. ERCS implements 504 plans for students who qualify, and refers students to RVUSD for Special Education services/testing if requested by parents or teachers.

Any student who scores below grade level in either the Star Reading or Math Assessment will be eligible to receive Title I services at ERCS. These assessments are administered quarterly and results are analyzed to pinpoint areas for instruction. The results of the benchmark tests are reviewed by the ERCS Board. In addition, any students who exhibit learning difficulties will be targeted for assistance.

Teachers also use benchmark assessments in Envision and Houghton Mifflin curricula. Teachers may also use the SBAC Interim tests and SBAC practice tests to prepare students for standardized testing.

- 7. Number and percentage of teachers in academic areas experiencing low student performance:** 100 % of the teachers report a high number of low performing students in their classrooms. Many students have learning inefficiencies that make it difficult for them to process information. In the 2017-18 year, teachers have observed that 42% of the student body shows evidence of learning disabilities, dyslexia, poor memory, intense emotional problems and/or attention deficit disorder. These students need extra help to develop memory, attention focus, executive function skills or spatial orientation, for example.

76% of the students in the 2016-17 year have been targeted for Title I assistance.

Students are hindered by the low educational level of the community. They lack personal models of academic focus.

In addition, 47% of the student-body are English Language Learners.

We usually have several students with IEPs that specify the need for Special Education services to be delivered through RVUSD.

- 8. Family, school, district and community resources available to assist these students:**

Yuki Trails provide services to Native American students. Tapestry in Ukiah also may provide counseling services.

The parents of ERCS students contribute many hours a year to help students--from serving on the Board of Directors, to classroom instruction, bake sales, field trips, etc. Our 3 teachers collectively donate dozens of hours each and every week to their students and our school.

RVUSD also provides breakfast, transportation, lunch, and special education services. ERCS is advised and supported the Director of Special Education, online services for speech, and IEP testing.

ERCS interacts with the community frequently and compiles a list of community helpers in its annual program audit. Community events such as 4H and rodeo and sports provide physical outlets and wholesome activities for local youth. Many students participate in outdoor activities like riding dirt bikes and 4 wheelers; many have animals they are raising at home.

The Round Valley Community Public Library is located across the street, where students can conveniently make use of the resources there.

ERCS teachers continue their close collaboration and sharing of online resources as they learn of them.

The ERCS Board and staff receive online training annually for safety issues.

9. School, district and community barriers to improvements in student achievement:

ERCS has always been a small school in a small district. There are a limited number of students that live in this remote area, and thus ERCS operates with a correspondingly small budget. ERCS has never employed a principal or director and the volunteer Board handles the administrative duties. The ERCS Board is composed of volunteers who put in long hours without reimbursement.

Teaching a multi-grade class has advantages for holistic education but disadvantages for preparing students for the CAASPP tests. Teaching different grades of math in the same classroom is difficult and reduces the instructional time each grade receives. We use our instructional aides to alleviate this problem.

The Covelo community suffers from ongoing problems with domestic violence, drug abuse, poverty, and isolation. A shortage of teachers shortage of housing and the isolation of our community make it difficult to retain quality teachers at ERCS. Many new hires want to leave Covelo after a year, but there is a scarcity of qualified teachers who are residents of Round Valley. Moreover, the current economic climate makes it more difficult for parents to fulfill their parent hours at school because both parents are working.

Our students need to be taught to respect adults, to behave properly, to pay attention, and to work at their assignments. Training in these areas uses up valuable instructional time.

10. Limitations of the current program to enable underperforming students to meet standards: There are psychological barriers to academic success. Academic recognition is regarded as “not cool”. Many students carry emotional burdens due to family issues.

Parents have low academic expectations, and most do not oversee their children’s completion and submission of homework. Students lack motivation and their parents do not complete their parent hours.

Many students are chronically tardy; some are chronically absent.

Many students have learning disabilities—the number of dyslexic and hyperactive students has increased over the years.

Students have limited vocabulary. They are distracted by electronics and social media. Some students have little interaction with the world beyond our small, isolated, rural town.

In spite of all these obstacles, we have been able to offer children a more holistic education in a safe environment. We work with a community of families that contribute large numbers of volunteer hours for the sake of their children's education. Parents repeatedly express appreciation for the family atmosphere, the caring teachers, and the small classes where students receive more one to one attention.

SCHOOL AND STUDENT PERFORMANCE DATA SUMMARY

Local Measures of Student Performance

Conclusions from Student Performance Data: **What conclusions are reached using the data from the assessment sources?**

On the 2016-17 test, there were only 18 students tested. Such a low number of students is statistically unreliable.

**In ELA, in 2017, 22% of our students met or exceeded the state standard in English;
27% nearly met the standard in English.
55% tested below standard.**

**In Math, in 2015-16,
12% met the standard
18% nearly met the standard
70% tested below standard.**

**These CAASPP scores are show improvement in ELA scores and a decrease in Math scores compared to 2015-16.
However the small number of students tested makes comparisons irrelevant.**

Local benchmark testing, the Renaissance Learning Star Assessment, is given quarterly. According to these tests, **in 2017-18, a total of 43% were either at grade level or made a year's growth in ELA, and 60% of students were either at grade level or made a year's growth in math as measured by the Renaissance Learning benchmark tests.** Our goal was for all of our students to be at grade level or make a year's growth.

The CELDT tests for **English Learners** are changing to the ELPAC tests. Therefore no scores are available that compare a student's progress between 2016-17 and 2017-18.

14% of students were chronically absent in 2017-18, as of March 2018. This represents an 8% improvement over the previous year.

19% of students were chronically tardy in 2017-18 as of March 2018. This represents an 16% improvement over the previous year.

Conclusions from Parent Survey 2016-17: (Data for 2017-18 is not yet available.)

98% of the parents have responded to the parent questionnaire so far this year.

According to their answers,

97 % of respondents feel that the school is following its mission statement

They see the strengths of the school as:

74 % small class size

48% family atmosphere

74% caring staff

65% students are interested in learning

74 % students feel safe

41% students work at their own pace

55% classrooms have qualified aides

65% parents are encouraged to be involved in student's education

77% student plays, songs, Variety Shows, Science Show

91% are satisfied with the student's academic progress

91% are satisfied with the student's social progress

100% feel they have access and communication with teachers

94% are satisfied with opportunities to participate in school governance

97% strongly agree or agree that it is important for parents to participate in their child's school

0% disagree

3% have no opinion

Favorite methods of school to home communication are:

71% student fliers

29% messages posted on the front door

80% One Call Now system, phone, text msg, email

16% Facebook

SUGGESTIONS FROM THE SCHOOL SITE COUNCIL, THE STAFF and the ERCS BOARD

The following strategies have been suggested by 2018-19 stakeholders to ensure the continuation of a high quality educational program:

Post a calendar of parent events online (ERCS Board and SSC)

Focus on improving parent participation (SSC):

tell parents to check ERCS Facebook page regularly

serve food at school events

assign parents a time and date to help at a specific school event or classroom

ask students how to get parents involved; reward students for their parents' presence at school

increase incentives for students; get rewards from Michael's or Big 5 etc.

have a family dance

have parent led cultural events such as Cinco de Mayo; Have parent sponsored cultural events at school with foods, songs, dance, crafts, holidays etc. from Native American and Hispanic traditions.

get donations for specific needs (like the playground) from local vendors and community resources like the Family Resource Center, Mendocino Community Funding (up to \$10K)

hold fundraisers

hold end of the year BBQ and fun day

hold a Family Night event

improve the displays of student work in the main room—show more art, more seasonal work for Earth Day, Fall etc.

Post student art work in the main room regularly (staff)

get more public speakers, like Maggie Steele (SSC)

get a teacher for Wailaki language (SSC)

teach Spanish in the classroom (SSC)

Interview new students and parents at the start of school and have them sign the school contracts about parent hours, attendance and behavior. (Board and staff)

Post pictures of fun school activities online regularly, like Young Authors' Tea or Kindness Matters (Board and staff)

Focus on literacy through performance arts: Improve stage sound system, curtain, get minimal costumes, have many puppet shows, skits, reader's theatre (possible radio performances) story telling, especially stories from different cultures, use performance for outreach (Bd, teachers)

Hire reading tutor if possible (Teachers and board)

Draw attention to our school by improving its appearance on Howard Street with a mural or artistic sign (board)

get stacking garden containers for planting (teachers)

trash pickup outside of the fence. Seek volunteers for yard maintenance over the summer—parents for each month (Board)

Use an additional school wide reading assessment for pre and post tests of reading achievement (Quality Reading Program or Dibels, for example) teachers)

Whole school writing program using whole brain teaching scaffolding (teachers)

School Goals for Improving Student Achievement: *(Several performance improvement goals may be established, in response to the academic needs of various groups of students.)*

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The ERCS Board and the school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, high achieving students, and students with exceptional needs. The ERCS Board and the council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goals for 2018-19	<i>Problems/issues</i> <i>Issues/problems</i>	<i>Planned actions</i> <i>Planned actions/solutions</i>
<p>1) Conditions of learning: qualified staff and safe facility State Priorities 1,6</p>	<p><i>Employees are qualified, but we will need new teachers in the future years</i></p> <p><i>Professional development</i></p> <p><i>Facility appearance</i></p>	<p><i>Continue outreach for new teacher</i> <i>Hire part time reading/language tutor if possible</i></p> <p><i>Tech training for aides</i> <i>Professional Development for teachers and aides should include training to meet state standards for EL mastery as measured by the ELPAC tests</i></p> <p><i>Board should monitor teacher lesson plans to ensure pacing and consistency in planning of lessons</i></p> <p><i>professional teacher observations, if possible. Peer evaluations. Board observations of classrooms. Explore the possibility teachers getting training on peer evaluation. Teacher observations of each other at ERCS.</i></p> <p><i>Exterior paint, white and existing blue</i></p> <p><i>Draw attention to our school by improving its appearance on Howard Street with a mural or artistic sign</i></p> <p><i>get stacking garden containers for planting</i></p> <p><i>trash pickup outside of the fence. Seek volunteers for yard maintenance over the summer—parents for each month</i></p>

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<p>2) pupil outcomes: pupil achievement</p> <p>State priorities 2,4,6,7,8</p>	<p>Low CAASPP scores for 2016-17: 55% students below standard in ELA 70% below grade level in math</p> <p>2017-18, 43% of students were either at grade level or made a year's growth in ELA, 60% of students were either at grade level or made a year's growth in math</p> <p>Benchmark test scores are not to grade level, although students are making progress</p> <p>47% are EL students 43% are students with learning disabilities or IEPs/emotional issues 74% are targeted students</p>	<p>student incentives to raise CAASPP test scores</p> <p>Continue benchmarks and portfolios to track /document student progress</p> <p>Use an additional school wide reading assessment for pre and post tests of reading achievement (Quality Reading Program or Dibels, for example)</p> <p>Re-focus on original mission of holistic teaching, more projects, cross age activities like weekly partner reading. Read across America Day, early March</p> <p>Focus on literacy through performance arts (reader's theatre, plays, puppet shows, community performance, speaking presentations, vocabulary) order new fireproof stage curtain.</p> <p>Art, music, drama, science frequently (upgrade stage equipment)</p> <p>Whole school writing program using whole brain teaching scaffolding</p>
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<p>3) Engagement of parents and students: Parent participation, student attendance, school morale</p> <p>State priorities 3,5</p>	<p>ADA percentage 90%, 2% less than previous year</p> <p>Chronic tardies (19%) and absences (14%) which correlate with low achievement</p> <p>Low enrollment</p> <p>Low parent participation, average 74% parent attendance at monthly parent events 2017-18</p> <p>Many students not motivated. State standards are above their achievement level. This leads to more misbehavior and lowers teacher morale.</p>	<p>Better tracking of individual student attendance and prompt notification of parents/letters from Board to alert parents of poor attendance</p> <p>performance arts (reader's theatre, puppet shows, community performance, speaking presentations.</p> <p>Post successes and fun events online regularly with informative captions about ERCS. Post student art and work in main room with frequent changes of displays</p> <p>Translate documents into Spanish/have interpreter at Sch. Site Council Meetings</p> <p>EL parents invited to organize celebrations for cultural awareness (Cinco de Mayo, Dia de los Muertos)</p> <p>Native American activities especially oral story telling, the first step in the writing process. Native American guest speakers, art, teaching land stewardship as part of the Native American heritage.</p> <p>Hold a whole school event each month for parent involvement</p> <p>Invite parents to talk to and share with students in classrooms</p> <p>Student incentives for excellent attendance/ weekly raffle in classrooms for attendance. Eagle Bucks for behavior awards to be spent in school store</p> <p>Ask students how to get their parents to participate in school</p> <p>Reward students for getting their parents to come to help at school</p> <p>Try to get Teacher of Wailaki language (introduction)</p> <p>Teach Spanish (introduction)</p>
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		<i>serve food at school events</i> <i>assign parents a time and date to help at a specific school event or classroom</i>
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The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. ***(List here proposed expenditures for administration, assessment, training, instruction, or support activities to be managed by district staff from funds allocated to the school through the Consolidated Application.)***

2018-19 Please note that items may change due to budget constraints or unexpected events. These items may be purchased by June 2017. Some have already been purchased.

Proposed Expenditures	Estimated Cost/ budget code	Funding Source
Director of Student Achievement	\$5,802/3010	Title I, Part A
Edjoin	\$750/0079/4035	Title II Supplemental and concentration grant
Tech Support	\$2,000/0000-0079	Supplemental /Concentration grant
ELPAC testing and training	\$700/0000-0079	Supplemental and Concentration grants

3 aides	\$60,000 0000-0079 3010,1100, 5826	Title I, REAP, Supplemental and Concentration grants lottery
Online subscriptions ELA and math	\$2000/0000-0079	Supplemental and Concentration grants
Reading tutor if possible	\$6,440 0000-0079	Supp/Concentration grants
Sound system, reader's theatre equip Fireproof stage curtain	\$2500 0000-0079	Supp/Concentration grants
Renaissance Learning : Star Math ELA assessments	\$3000/0000-0079	Supp/Concentration grants
EL curriculum	\$1500/0000-0079	Supplemental and Concentration grants
Professional development Teachers and aides and Tech training	\$3,000/0000-0079	Supplemental and concentration grant LCFF
extra days pre and post school days teachers (5)and aides (4)	\$6,600/0000-0079	Supplemental and concentration grant LCFF
Internet bandwidth, wireless Service, equipment	\$6,400/0000-0079	Supp and Con grants
CALIFORNIA STATE STANDARDS materials and supplies	\$5,000/0079	Supp and con grants
Student incentives testing And attendance Parent events	\$2500/0079	Supp and Con grants
Mural on Howard Street	\$500	Supp and Con Grant

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL 2017-18

Economic Impact Aid/ State Compensatory Education **Amount: \$ 0**
Purpose: Help educationally disadvantaged students succeed in the regular program.

Economic Impact Aid/ English Learner Program **Amount: \$ 0**
Purpose: Develop fluency in English and academic proficiency of English learners.

Miller-Unruh Special Reading Program **Amount: \$ 0**
Purpose: Prevent and correct reading disabilities at the earliest time for all students.

Professional Development **Amount: \$ 0**
Purpose: Promote school improvement by long-term professional development of school staff.

School Improvement Program **Amount: \$ 0**
Purpose: Improve school response to educational, personal and career needs of all students.

Supplemental and Concentration Grant Projected (projected) Amount: \$111,718

Estimate only Federal Programs; Elementary and Secondary Education Act:

Title I: Schoolwide Program **Amount: 0**
Purpose: Upgrade the entire educational program of the school.

Title I: Targeted Assistance Program **Amount: \$38,714**

Title II, Part A, Improving Teacher Quality **Amount: \$2407**

Title VI: Part B, Small Rural Schools, REAP **Amount: \$17,895**

Total amount of state/federal categorical funds allocated to this school: \$170,734

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal Board Chair	Teacher or School personnel	Title I Parent	Parent or Community Member	Board Member
Monica Maestas	X				x
Arla Nummelin		x			
Celeste Harris		x			
Alice Hawley		x			
Joel Merrifield			x	x	
Karen Morales			x	x	x
Saul Escareno			x	x	
Elena Davila Torres			x	x	
Trish Davila			x	x	
Edwina Lincoln			X	x	
John Gurrola				x	
Lucinda Gurrola			x	x	
Marguerita Luna			X	x	
Total	1	3	8	9	2

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom

teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

For schools participating in the Immediate Intervention/Under-performing Schools Program, the local governing board must appoint a "broad-based school site and community team" (Education Code 52054(a)). The board may meet this requirement in either of the following ways:

Add one or more "non-school site personnel" to an existing school site council to form the "school site and community team"; or Appoint a "school site and community team" unrelated to the membership of the school site council.

School Site Council Policy

The School Site Council shall be composed of all teachers, the head of the ERCS Board of Directors and a minimum of 4 parents and/or community members, who serve on a voluntary basis.

The functions of the School Site Council are to give input for the LCAP and SPSA, regarding local measures to raise student achievement, to monitor categorical program annual expenditures as described in the Single Plan for Student Achievement, and to amend and approve the SPSA and the Parent Involvement Policy annually.

The School Site Council must meet at least twice a year. The School Site Council may elect to take on more responsibilities if necessary.

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other (***list***) School Site Council, Business Manager, ERCS Board, teaching staff, daily staff, parents

• ***General Assurances***

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. This school plan was adopted by the school site council on: **April 10, 2018**

Attested:

Monica Maestas

Typed name of ERCS Board Chair

April 16, 2018

signature of ERCS Board chair

Alice Hawley

Typed name of SSC chairperson

April 16, 2018

signature of SSC Chair

EDITORIAL COMMENTS

Please cite page and section when suggesting changes or corrections. Address your comments to cmok@cde.ca.gov

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