

TEMPLATE FOR THE  
SINGLE PLAN FOR STUDENT ACHIEVEMENT

At The Eel River Charter School

2365607-2330272  
CDS Code

**Date of this revision: March 3, 2017**

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 **March 22, 2017**

The Eel River Charter School Board approved this plan on April 5, 2017

## 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, 2-4<sup>th</sup> 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 through Skype regarding Whole Brain Teaching.

Teachers and aides had 2 Professional Development days for technical training, collaboration in reviewing past practices and the development of more efficient strategies in the future, and internet research on best teaching practices.

**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 6:1. 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. All students receive an award at least one of the assemblies. Each classroom honors a Student of the Quarter at the assemblies.

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

Each grade has minimum standards which are goals for promotion to the next grade.

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, either using the Language for Learning program published by SRA, or 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 and California State Standardized testing will be tracked from year to year to assess whether instruction and interventions have been effective. The goal is for each student to improve at least 5% over the previous year's performance. It is difficult to track school improvement because ERCS' student population is too small and mobile so that the whole school results of the CAASPP tests are statistically unreliable. Therefore, ERCS will also use the results the 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 test of language development, paid for by categorical funding. EL students are given English language instruction with a qualified aide.

REAP and Supplemental and Concentration Grant funds have enabled ERCS to purchase Chromebooks to increase our computer to student ratio to 1:1. We have also upgraded our wireless to faster service and use our Tech Support person to help us with computer issues, purchasing, trouble shooting etc. 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 administered to grades 4-6 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.

Local assessments also include minimum standards as goals for promotion to the next grade. 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 less than proficient 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 2016-17 year, teachers have observed that 60% 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.

68% 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, 29% of the student-body are English Language Learners.

We usually have a few 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 thousands of 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 or the psychologist at Round Valley Unified School District.

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 finite 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 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 huge 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?**

In 2015-16, no API scores were available because it was the first year of the new standardized test, CAASPP. ERCS met its Annual Yearly progress goals based on the participation rate in testing, and on an attendance rate of 91%. The scores from the 16-17 year are not yet available.

**On the 2015-16 CAASPP test, there were only 26 students tested. Such a low number of students is statistically unreliable.**

**In ELA, in 2015-16 12% of our students met or exceeded the state standard in English; 19% nearly met the standard in English. 69% tested below standard.**

**In Math, in 2015-16,  
4% met the standard  
27% nearly met the standard  
69% tested below standard.**

**These CAASPP scores are similar to those of the 2014-15 year, with 8% better in ELA in 2015-16 and 3% worse in math in 2015-16.**

Local benchmark testing, the Renaissance Learning Star Assessment, is given quarterly. According to these tests, **22% were at or above grade level in ELA, 34% in math in grades 1-6. By including kindergarten, which did not take the same assessment, 27% were at grade level in ELA.** These percentages are lower than those of the previous year, but since these statistics are based on 35 returning students, the statistics are not reliable.

By comparing individual scores on the Star tests, 2<sup>rd</sup> quarter 2015-16 versus 2<sup>rd</sup> quarter 2016-17, there is data on the number of students who have made a year's growth even though they were below grade level. **29% made about a year's growth in ELA, 34% in math.** Pre and post data was not available for all students.

**In 2016-17, a total of 56% were either at grade level or made a year's growth in ELA, and 68% 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.**

According to the CELDT tests for **English Learners**, 50% of returning students made a year's growth. 50% did not advance a whole level but did make progress. In the future, CELDT scores will include another level for students who score at the Intermediate level, and more students will be counted as having made one year's growth.

**22% of students were chronically absent in 2015-16. Data for 2016-17 is not yet available, but preliminary data suggest improvement.**

**35% of students were chronically tardy in 2015-16. In addition, some students are checked out hours early, repeatedly. Data for 2016-17 is not yet available.**

**Conclusions from Parent Survey 2015-16: (Data for 2016-17 is not yet available.)**

60% of the parents have responded to the parent questionnaire so far this year.  
According to their answers,  
96 % of respondents feel that the school is following its mission statement

They see the strengths of the school as:

95 % small class size

71% family atmosphere

71% caring staff

85% students are interested in learning

57 % students feel safe

76% students work at their own pace

52% classrooms have qualified aides

86% parents are encouraged to be involved in student's education

61% student plays, songs, Variety Shows, Science Show

**100% are satisfied with the student's academic progress**

**95% are satisfied with the student's social progress**

95% feel they have access and communication with teachers  
100% are satisfied with opportunities to participate in school governance  
14% strongly agree that it is important for parents to participate in their child's school  
71% agree that it is important for parents to participate in their child's school  
0% disagree  
5% have no opinion  
Favorite methods of school to home communication are:  
86% student fliers  
52% messages posted on the front door  
71% One Call Now system  
33% Facebook

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

The following strategies have been suggested by 2017-18 stakeholders to ensure the continuation of a high quality educational program:

*Use One Call Now, Facebook, fliers and announcements on the front door of school to increase parent participation at school events because fliers are not reaching parents. Use all methods. Post a calendar of parent events online (ERCS Board and SSC)*

*Make parents more aware of Independent Study option to reduce chronic absenteeism. Include it in letter to parents. (Board)*

*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)*

*Have monthly events to which parents are invited like Back to School Night, Science Fair etc. Tally parent attendance at events as one measure of parent involvement. (Staff)*

*Post pictures of fun school activities online regularly, like Young Authors' Tea or Kindness Matters (Board and staff)  
Add informative captions to online pictures, for example, "ERCS is a free public school" (staff)  
Post student art work in the main room regularly (staff)*

*Have parent sponsored cultural events at school with foods, songs, dance, crafts, holidays etc. from Native American and Hispanic traditions. Have each class participate with a parent leading the activity for students in small groups. Celebrate Cinco de Mayo. (SSC)*

*Refocus on mission statement for holistic teaching, hands on learning (staff, Board and SSC)*

*More attention to mission statement than traditional academic instruction. Parents expressed dissatisfaction with mandatory computer testing and state mandated curriculum. They feel that the most important goal is for students to love school and to love learning. SSC*

*They want their children to have fun and do a lot of projects:*

*Continue gardening project by planting flower bulbs in barrels*

*Organize the Science Fair so that it is the only event of the day, and schedule time for class presentations. Include science vocabulary as appropriate to the different grade levels.*

*Add the teaching of music to curriculum. Include introduction to playing the recorder, ukuleles (borrow from RVUSD for one time) do rhythm and singing, whole school chorus and within the classroom. (SSC)*

*Try to include more comedy and more parent-child acts in the Variety Show.*

***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.

<b>Goals of LCAP 2017-18</b>	<b>Data/issues</b>	<b>Possible new solutions/actions</b>
<b>1) Conditions of learning: qualified staff and safe facility</b> <b>State priorities 1,6</b>	<b>Employees are qualified, but we will need new teachers in the future years</b> <b>Teacher shortage</b> <b>Facility appearance</b>	<b>Exterior paint, white and existing blue</b> <b>Improve lighting in classrooms</b> <b>Continue outreach for new teacher</b> <b>Tech training for aides</b> <b>Professional Development for teachers</b>
<b>2) pupil outcomes: pupil achievement</b> <b>State priorities 2,4,6,7,8</b>	<b>Low CAASPP scores</b> <b>69% students below standard in ELA and math</b> <b>2016-17, 56 % of students were at grade level or made a year's growth in ELA, and 68% of students were either at grade level or made a year's progress in math on benchmark tests</b>  <b>Benchmarks not to grade level, although students are making progress</b>  <b>29% are EL students</b> <b>27% are students with learning disabilities IEPs/emotional issues =</b> <b>56% are disadvantaged students</b>	<b>professional teacher observations</b> <b>student incentives to raise CAASPP test scores</b>  <b>Continue benchmarks and portfolios to track /document student progress</b>  <b>Translate documents into Spanish/have interpreter at Sch. Site Council Meetings</b> <b>EL parents invited to organize Cinco de Mayo celebration for cultural awareness</b>  <b>Re-focus on original mission of holistic teaching, more projects, cross age activities</b> <b>Art, music, drama twice a week</b> <b>More community projects/local trips</b> <b>More fun activities to motivate kids/ gardening/Sci Fair</b>

<p><b>3) Engagement of parents and students:</b>  <b>Parent participation, student attendance, school morale</b></p> <p><b>State priorities</b>  <b>3,5</b></p>	<p><b>ADA percentage 92.5% (improved since previous year)</b>  <b>Low enrollment</b>  <b>Chronic tardies and absences which correlate with low achievement</b>  <b>Low parent participation, parent hours were under-reported, only 416 in the record book at mid-year</b>  <b>Previous plans for parental activities not carried out</b>  <b>Many students not motivated. State standards are above their achievement level. This leads to more misbehavior and lowers teacher morale</b>  <b>Lack of on-site person in charge</b></p>	<p><b>Student incentives for excellent attendance/ weekly raffle in classrooms for attendance</b>  <b>Better tracking of individual student attendance and prompt notification of parents/letters from Board to alert parents of poor attendance</b>  <b>Hold a whole school event each month for parent involvement-count attendance at parent events</b>  <b>Continue Board trainings for leadership</b></p> <p><b>Post successes and fun events online regularly with informative captions about ERCS</b>  <b>Post student art and work in main room</b></p> <p><b>Lead team of 3 to make decisions when Board is not available</b></p>
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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.)***

**2017-18** 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.

<b>Proposed Expenditures</b>	<b>Estimated Cost/ budget code</b>	<b>Funding Source</b>
Director of Student Achievement	\$5,802/3010	Title I, Part A
Edjoin	\$750/0079/4035	Title II Supplemental and concentration grant
Tech Support	\$6,000/0000-0079	Supplemental /Concentration grant
CELDT testing and training	\$2000/0000-0079	Supplemental and Concentration grants

3 aides	\$57,000 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
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	\$2,000/0000-0079	Supplemental and concentration grant LCFF
extra days pre and post school days teachers (5)and aides (4)	\$7,000/0000-0079	Supplemental and concentration grant LCFF
Internet bandwidth, wireless Service, equipment	\$8,000/0000-0079	Supp and Con grants
CALIFORNIA STATE STANDARDS materials and supplies	\$5,000/0079	Supp and con grants
Student incentives testing And attendance Parent events	\$2000/0079	Supp and Con grants

## CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

<b>Economic Impact Aid/ State Compensatory Education</b>	<b>Amount: \$ 0</b>
Purpose: Help educationally disadvantaged students succeed in the regular program.	
<b>Economic Impact Aid/ English Learner Program</b>	<b>Amount: \$ 0</b>
Purpose: Develop fluency in English and academic proficiency of English learners.	
<b>Miller-Unruh Special Reading Program</b>	<b>Amount: \$ 0</b>
Purpose: Prevent and correct reading disabilities at the earliest time for all students.	
<b>Professional Development</b>	<b>Amount: \$ 0</b>
Purpose: Promote school improvement by long-term professional development of school staff.	
<b>School Improvement Program</b>	<b>Amount: \$ 0</b>
Purpose: Improve school response to educational, personal and career needs of all students.	
<b>Supplemental and Concentration Grant Projected (projected)</b>	<b>Amount: \$84,871</b>
<b>Estimate only</b>	

### *Federal Programs; Elementary and Secondary Education Act:*

<b>Title I: Schoolwide Program</b>	<b>Amount: 0</b>
Purpose: Upgrade the entire educational program of the school.	
<b>Title I: Targeted Assistance Program</b>	<b>Amount: \$27,679</b>
<b>Title II, Part A, Improving Teacher Quality</b>	<b>Amount: \$322</b>
<b>Title VI: Part B, Small Rural Schools, REAP</b>	<b>Amount: \$16,772</b>

**Total amount of state/federal categorical funds allocated to this school: \$129,644**

**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	x
Arla Nummelin		x			
Angella Ostrowski		x			
Alice Hawley		x			
Yesenia Beltrami			x	x	
Alexandra Collins			x	x	
Brooke Halverson			x	x	
Amanda Garica			x	x	
Total	1	3	4	5	1

*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: March 22, 2017

Attested:

Monica Maestas  
\_\_\_\_\_  
Typed name of ERCS Board Chair                      April 5, 2017                      signature of ERCS Board chair

Alice Hawley    April 5, 2017  
\_\_\_\_\_  
Typed name of SSC chairperson    signature of SSC Chair

EDITORIAL COMMENTS

Please cite page and section when suggesting changes or corrections. Address your comments to [cmok@cde.ca.gov](mailto:cmok@cde.ca.gov)

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