

TEMPLATE FOR THE
SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT The Eel River Charter SCHOOL

2365607-2330272
CDS Code

Date of this revision: April, 2011

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 30, 2011

The Eel River Charter School Board approved this plan on April 12, 2011

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. Faculty have collaborated to create a curriculum matrix (appended to the yearly program audit) to ensure that state standards are addressed. This matrix will be reviewed and updated as necessary. The ERCS Board approves the matrix after it has been updated.

ERCS has adopted unified curriculum and purchased textbooks for all classrooms in language and math. These texts are state approved and fully aligned with state standards.

- 2. Availability of standards-based instructional materials appropriate to all student groups:** All classrooms have texts for reading, and new texts have been purchased according to the needs of the new teachers. All supplemental materials conform to state standards. Some teachers use math textbooks, and supplement them as needed. Charter schools are exempt from the requirement that all students have textbooks in different subjects. We have moved toward uniform curriculum for all grades, using Envision Math and Houghton Mifflin publishers for English Language. We have purchased Scott Foresman Envision Math for the k-5th grades, and Zoophonics for the Kindergarten. We have supplied the 6-8th grade class with textbooks to prepare them for the transition to high school. In the junior high; there are complete sets of texts in math, language, history and science. Consumables from these publishers will be purchased annually as the budget allows.

- 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.

New teachers and support providers participate in the BTSA program; they meet weekly for pedagogical discussion and monthly for seminars. One teacher is enrolled in the Calstate Teach Program with a designated support provider and rigorous coursework in the teaching profession.

At the present time, with 75% of the staff new to ERCS, evaluations are conducted by the ERCS Board. Teaching staff will receive training in cyber safety, fair use, and copyright law.

Teachers will receive training in technology through Title II, Part D, EETT, ARRA

- 4. Services provided by the regular program to enable under-performing students to meet standards:** ERCS has a small student teacher ratio of 1:17. The curriculum includes hands-on and thematic applications of skills when possible. Teachers and parents confer regularly, a minimum of three conferences per year, but may meet often more. Parents are part of the governance and daily operations of the school; they contribute 2 hours per week per child, as a suggested minimum. Many contribute more. Conflict resolution is explicitly taught to help create a peaceful learning environment. Students are given homework to practice concepts covered in class. Each grade has minimum standards which must be passed in order to be promoted to the next grade. Minimum standards may be revised if necessary for alignment to state standards. We have expanded our computer accessibility for students in all grades with math and language software that tracks individual student's progress. Our math and language curriculum have online components that may be accessed at home or after school at the public library. EL students receive instruction in English Language, using the Language for Learning program published by SRA. We have a part time certificated teacher, and 3 part time

aides to enable small group instruction in all classes.

5. Services provided by categorical funds to enable under-performing students to meet standards:

A list of targeted students is developed according to STAR results and local measurements. This list shows names of targeted students in each grade, and is given to that student's teacher. The Title I teacher and 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 have paid for the Title VI aides; the part time certificated teacher is funded by Title I, the textbooks funded by ARRA. Each targeted student's progress on STAR testing is tracked from year to year to assess whether the categorical funded interventions have been effective. Students may not reach proficiency, but hopefully will improve on their ratings. All English language learners are given English language instruction, using the SRA Language for Learning curriculum, and taught by Title I aides, or a teacher.

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

We have purchased the Fountas Pinnell Reading Assessment for K-1 students who should be assessed 4 times per year. Additional local assessments of students include the Quality Reading II assessment which should be administered to grades 2-8 in the fall. ERCS has adopted this as a uniform reading assessment which will be given to all students, in grades 2-8th grade. Local assessments also include minimum standards for promotion to the next grade. Teacher observation of students, topic tests in textbooks, and teacher-created tests for their classrooms are another form of assessment. STAR scores for students in the 3-8th grade are also used to determine which students are underperforming. These assessments indicate which students scored lower than proficient on the STAR tests, and need targeted assistance. 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 creates 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 Language or Math will be eligible to receive Title I services at ERCS. In addition any students who exhibit learning difficulties will be targeted for assistance.

ERCS has purchased textbooks from Scott Foresman Envision Math and Houghton Mifflin for Language for grades K-5 to ensure continuity in curriculum. McDougal, Littell has been purchased for grades 6-8. Another math curriculum will be selected for the junior high students, since the same curriculum is not available for the 6-8th grades. There is now continuity of curriculum within the school and also within the surrounding district to ease the transition for students who change schools.

Teachers also use the STAR released test questions published on the CDE website. 2-8th grades currently use the Curriculum Associates practice test materials aligned with California state standards in English and Math

ERCS has expanded its use of Reading Counts books and quizzes in reading to all classrooms. Students are motivated to meet their goals, and the software keeps individual records of students' reading progress. ERCS has purchased the Houghton Mifflin Language curriculum for the 1-5th grade.

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. These students need

extra help to develop memory, attention focus, executive function skills or spatial orientation, for example. Many students are hindered by the low education level of their community. Many of them carry intense emotional burdens that draw their energy away from school work. We have a few students with IEPs that specify the need for Special Education services through RVUSD.

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

Homework Help meets 2 times a week at school to assist students with homework. Yuki Trails provide services to Native American students. 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 4 teachers collectively donate dozens of hours each and every week to their students and our school. Students have access to the public library. RVUSD also provides breakfast, transportation, lunch, and special education services. ERCS is advised and supported by a local SELPA representative. ERCS interacts with the community frequently and compiles a list of community helpers in its annual program audit. Community events through Girl Scouts, 4H and rodeo and sports provide physical outlets and wholesome activities for local youth. The Round Valley Community Public Library is now moved across the street, where students can conveniently make use of the resources there, including Internet access to online activities for the school curricula in math and language.

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

ERCS operates on a shoestring budget with no principal. The ERCS Board is composed of volunteers who put in long hours without reimbursement. The surrounding community suffers from ongoing problems with domestic violence, drug abuse, poverty, and isolation. Low teacher pay and community isolation make it difficult to retain quality teachers at ERCS.

10. Limitations of the current program to enable underperforming students to meet standards: There are psychological barriers to academic success.. Many students have learning disabilities; Covelo is language-impooverished; children lack role models for intellectual pursuits. Some students have little interaction with the world beyond our small, isolated, rural town. ERCS has a small budget and has to work within its limitations. In spite of all these obstacles, we have been able to offer children a good education in a safe environment in a community of families that contribute huge numbers of volunteer hours for the sake of children's education.

SCHOOL AND STUDENT PERFORMANCE DATA SUMMARY *(continued)*

Local Measures of Student Performance

Your district may collect and report data on local performance indicators. This information can be useful in identifying areas that need improvement.

Conclusions from Student Performance Data:

(What conclusions are reached using the data from the above sources?)

According to state and local measurements, the STAR 2009 reports indicate that approximately 17% of ERCS students are proficient or above in English-Language Arts, and 26% are proficient or above in math. ERCS has not met the President's goal of proficiency (AYP) as measured by standardized testing. ERCS' API (Academic Performance Index) is 634 for the 2009-10 year.

The teachers and ERCS Board have been alarmed by the drop in ERCS' API score. Small changes in student population have a great influence on STAR statistics because we are a small school. Also the enrollment changed from previous years with 10% of our current students as English Language Learners. In addition, ERCS has experience high teacher turnover and new teachers have replaced the veteran ones.

ERCS realizes that it lacks sufficient funding to attract high quality experienced teachers, many of whom would find it difficult to live in our rural, isolated setting. Therefore, for future continuity, ERCS has made available high quality textbooks and curriculum in the classrooms. Teachers and the Board have chosen Envision Math and Houghton Mifflin Language curriculum as essential purchases for the lower grades, and would like to round out the curriculum with annual consumables and recommended literature components.

Conclusions from Parent, Teacher and Student Input:

(What conclusions are reached using data from Parent, Teacher and Student Input?)

About 50% of parents responded to the annual questionnaire. Parent input below also includes comments from parents to staff.

Parents comment that they like the parent involvement, and also that they wish there were even greater parent involvement, i.e. that all parents would contribute to the education program at ERCS.

Many parents have expressed gratitude for the educational program at ERCS. They like the way teachers help struggling students, and communicate with parents.

Many parents appreciate the small class size and family atmosphere of the school.

ERCS has been experiencing more behavior problems than in previous years. Parents and the ERCS Board support the teachers in their effort to maintain a peaceful learning environment. They would like to see uniform discipline throughout the school.

Teachers are aware that many students have learning difficulties that make achievement harder for them.

Parents report that they are pleased with the governance of the school. They know that their opinions and concerns are taken seriously.

Many parents are pleased to see consistent curriculum throughout the grades.

Parents have been pleased with the individual attention and caring attitudes toward students.

Parents would like better a better sports program, playground facilities, and a music program.

Parents express dissatisfaction with the increased class sizes and the necessity of preparing students for standardized tests instead of more holistic curriculum.

More and more parents are enrolling their students in the charter school. It is more popular than before in spite of low test scores.

Parents appreciate that in addition to the 4 core subjects, the arts (visual art, creative writing, drama and music) may be also included in the curriculum.

Parents express that they appreciate the attempts to maintain a safe atmosphere where individual students are accepted as is by their peers.

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

Goal #1: All students will improve academically each year.

Goal #2: All students will attend a school that is safe, drug-free, and promotes a healthy life style that is conducive to learning.

Goal #3: Students will be given instruction in developing memory, attention, organization techniques, and study skills.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Sample statement: 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 school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. 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.

GOAL # __1 for Improving Student Achievement: *(All students will improve academically each year.)*

Student groups participating in this goal: All students K-8

Performance gains expected for these students: Improve one level on STAR scores until they reach proficiency

Means of evaluating progress toward this goal: review of STAR scores

2005 goal was that ERCS would have 30% proficient in English Language, and 49% proficient on the Math STAR tests.

2007: ERCS has 41% proficient in Language and Math

2008: ERCS has 42% proficient in Language and 50 % proficient in Math

2009: ERCS has 24% proficient in Language and 36% proficient in Math

2010: ERCS has 17% proficient in Language and 26% proficient in Math

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p>Peer observation by all teachers discussion of materials and teaching issues at weekly staff meetings sharing of effective online resources to target state standards</p> <p>updating the curriculum matrix as necessary; the matrix should be read by incoming teachers</p> <p>ordering state approved consumables, literature components for Envision Math and Houghton Mifflin Language curricula</p>	<p>New teachers</p> <p>ongoing</p>	<p>Staff time, possible subs for peer observation and staff collaboration</p> <p>Extra teacher time</p>	<p>\$200</p> <p>\$3500</p>	<p>BTSA</p> <p>ARRA, Title I</p>

<p>Improvement of instructional strategies and materials:</p> <p>Order more math consumables according to need as determined by the teachers Order literature adjunct to Houghton Mifflin</p> <p>Sharing of best practices at weekly staff meetings, self reflection through BTSA and Calstate Teach assignments</p> <p>Online courses for professional development through Annenberg or other media</p> <p>New teachers participate in the BTSA and Calstate Teach program where instructional strategies are shared and new teachers are mentored</p> <p>Order projectors and document lamps for classrooms</p>	<p>Spring 2011</p> <p>Fall 2011</p> <p>ongoing</p> <p>Spring 2011</p>		<p>\$3500</p> <p>\$2,000</p>	<p>ARRA, Title I</p> <p>grant</p>
<p>Extended learning time:</p> <p>Provide smaller groups for tutorials in class, thereby giving targeted students more attention</p> <p>Encourage students to attend Homework Help after school hours</p> <p>Recommend specific activities for parents to do at home with their children; train parents in remediation exercises</p> <p>Assign homework or projects that involve parents in completion, for example, Science fair, variety show, etc.</p> <p>Increase use of Internet for parents/students at home for activities aligned with school curricula</p>	<p>aides, Title I certificated teacher Parent volunteers Community tutors</p> <p>Teachers, aides, and director of student achievement</p>			

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased educational opportunity:</p> <p>aides and certificated Title I part time teacher will work with targeted and EL students, in small groups in reading, language and math, grades k-8</p> <p>Small group instruction within classes</p> <p>2 highly qualified, experienced aides works in the k-8 classrooms; another aide to be hired</p> <p>Specific students to be evaluated on Complete Assessment Battery and individual learning plan developed</p> <p>computers in all classrooms have educational software for differentiated learning</p> <p>homework help is available twice a week</p> <p>new math and language curriculum have online components available to students and parents</p>	<p>Title I aide and faculty</p> <p>Aides or parent volunteers</p> <p>Director of student achievement</p> <p>teachers, parents</p>	<p>Salary and benefits</p> <p>Salary</p>	<p>See Centralized Services – Expenditures chart</p>	<p>Title I, REAP, lottery</p> <p>Title I REAP</p> <p>Title I</p>
<p>Staff development and professional collaboration:</p> <p>Highly qualified teachers will be hired to fill upcoming teaching vacancies. New hires will share the vision and mission of ERCS.</p> <p>75% of our teachers are credentialed</p> <p>All aides will be qualified as paraprofessionals.</p> <p>Newly credentialed teachers participate in the BTSA program to support them in the teaching profession</p>	<p>Interview Committee and ERCS Board</p> <p>2011 and ongoing</p>	<p>Substitute teacher time as necessary</p>		<p>Title II, Teacher Quality</p>

<p>Teachers will receive training on Internet safety, copyright and fair use</p> <p>Teachers will be given release time to observe other teachers, if funds are available</p> <p>Teachers will cooperate as a team through weekly faculty meetings</p> <p>New teachers will receive professional mentoring through BTSA and Calstate Teach</p>	<p>Teachers 2011-12</p>		<p>\$600</p>	<p>BTSA</p>
<p>Involvement of staff, parents and community: <i>(including interpretation of student assessment results to parents)</i></p> <p>Certificated staff, Title I aides, parents and community members will develop the SPSA and review STAR results yearly to evaluate student achievement. ERCS will continue to work with parents/ families closely. Parents will continue to govern the school, hire new staff as needed, and participate in all aspects of ERCS</p> <p>SSC advises and approves the yearly SPSA</p> <p>The ERCS Board, which is comprised of parents and a community representative, oversees the curriculum, hiring and practices of the school; all parents are to contribute 2 hours per week to the running of the schools</p>	<p>Year round</p> <p>Faculty, ERCS Board, School Site Council, Parent group</p>	<p>Salaries</p>		

<p>Auxiliary services for students and parents: (including transition from preschool, elementary and middle school)</p> <p>the K-1 teacher is on the District Transitions Committee</p> <p>Homework Help</p> <p>parent group to disburse parent funds, discuss parenting and school issues</p> <p>CAB testing and conferencing with specific students and parents</p> <p>Vision and hearing testing</p> <p>Collaboration with First 5 Committee</p> <p>Transition meetings for 8th grade students who will enroll in the local high school</p>	<p>ERCS parents</p> <p>Director of Student Achievement</p> <p>ERCS</p> <p>K teacher</p> <p>Junior high teacher and high school counselor</p>	<p>Cost of CAB tests and remediation materials</p>		
<p>Monitoring program implementation and results:</p> <p>Staff and ERCS Board will review STAR test results to ensure that individual students are improving, even if they are still below the proficient level</p> <p>students' progress is monitored by teachers and documented in detailed report cards quarterly</p> <p>students who score less than proficient on STAR tests and students who are observed to be struggling academically are targeted for extra help and small group instruction.</p>	<p>ongoing</p> <p>teachers</p> <p>teachers</p>			

CENTRALIZED SERVICES EXPENDITURES

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.)***
2010-11

Please note that items may change due to budget constraints or unexpected events

Proposed Expenditures	Estimated Cost	Funding Source
Instructional materials and supplies	\$4,500	Title I, Part A
Rosetta Stone software for ELL students	\$500	Title I, Part A
Houghton Mifflin and Zoophonics literature components	\$2,000	Title I, Part A
Consumable workbooks for math and language	\$3,000	Title I, Part A
Document lamps and projectors	\$3,600	Title I, Part A
Title I certificated part time teacher and new aide	\$12,500	Title I,Part A
Salaries for aides	\$19,025	Title VI,Part B, REAP
Teacher recruitment –Calstate-teach tuition reimbursement	\$1469	Title II, Part A
Nutrition STAR tests	\$90	Star testing fund
Tech Support	\$2,000	Title I, Part A
Professional Development	\$4017	State Fiscal and Stabilization Funds
Houghton Mifflin textbooks	\$6191	Title I, ARRA
Celdt testing	\$400	
textbooks	\$12,500	Tier III

Director of Student Achievement, Music program, Professional Development	\$9,987	Educational Job Funding
Tech training for teachers	\$184	ARRA, Title II, Part D, EETT
Instructional materials and supplies	\$471	ARRA, Title II, Part D

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

State Programs

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.

State Fiscal and Stabilization Funds (carry over) Amount: \$4017

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: \$28,131

Other Federal Funds (list and describe):

Title II, Part A, Teacher Quality Funds Amount: \$1465

Title II, Part D, Technology Amount: \$655

Title IV Part A, Safe and Drug Free Schools Amount: \$0

Title V: Innovative Programs Amount: \$0
Purpose: Support educational improvement, library, media, and at-risk students.

Title VI: Part B, Small Rural Schools, REAP Amount: \$18,123

(ARRA, one time money-carry over) Amount: \$6191

Educational Job Funding: Amount: \$9,987

Total amount of state and federal categorical funds allocated to this school: \$58,765

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 to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal Or Board Chair	Classroom Teacher	Title I parent	Parent or Community Member	Board Member
Alexis Dunn	X		x	x	x
Arla Nummelin		x			
Chris Baltes		x			
Alice Hawley		x			
Tim Minami		x			
Kelly Gruey			x	x	
Carrie Cordova Dalson			x	x	
Barbara Figueroa			x	x	
Suzy Christensen				x	
Rolinda Want			x	x	
Jeff Allard				x	
Tracy Vann			x	x	
Numbers of members of each category	1	4	5	7	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 4 teachers, the head of the ERCS Board of Directors and a minimum of 5 parents and/or community members, who serve on a voluntary basis.

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

The School Site Council must meet at least once 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
 - x Other (**list**)
 - **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 30, 2011

Attested:

Alexis Dunn April 12, 2011
Typed name of ERCS Board Chair

Signature of ERCS Board Chair Date

Alice Hawley _____
Typed name of SSC chairperson Date

Signature of SSC chairperson date

EDITORIAL COMMENTS

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

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Your comments: