

Eel River Charter

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address: 76350 Main St.
Covelo, CA , 95428-9711

Principal: Betty Tuttle, Admin

Phone: (707) 983-6946

Grade Span: K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Betty Tuttle, Admin

Principal, Eel River Charter

Contact

Eel River Charter
76350 Main St.
Covelo, CA 95428-9711

Phone: (707) 983-6946

Email: supt@rvusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Round Valley Unified
Phone Number	(707) 983-6171
Superintendent	Steffano-Davis, Stephanie
Email Address	supt@rvusd.us
Website	https://www.roundvalleyschools.org/

School Contact Information (School Year 2025–26)

School Name	Eel River Charter
Street	76350 Main St.
City, State, Zip	Covelo, CA , 95428-9711
Phone Number	(707) 983-6946
Principal	Betty Tuttle, Admin
Email Address	btuttle@eelriverschool.net
Website	http://www.eelriverschool.net
Grade Span	K-6
County-District-School (CDS) Code	23656072330272

School Description and Mission Statement (School Year 2025–26)

The Eel River Charter School (ERCS) serves K-6th grade students in a safe school, with interdisciplinary, holistic, hands-on curriculum. The school was founded in 1994 by parents. Parents and community members continue to govern the school. The Eel River Charter School's mission statement is "working with families in community through holistic teaching to develop educated, responsible, compassionate people".

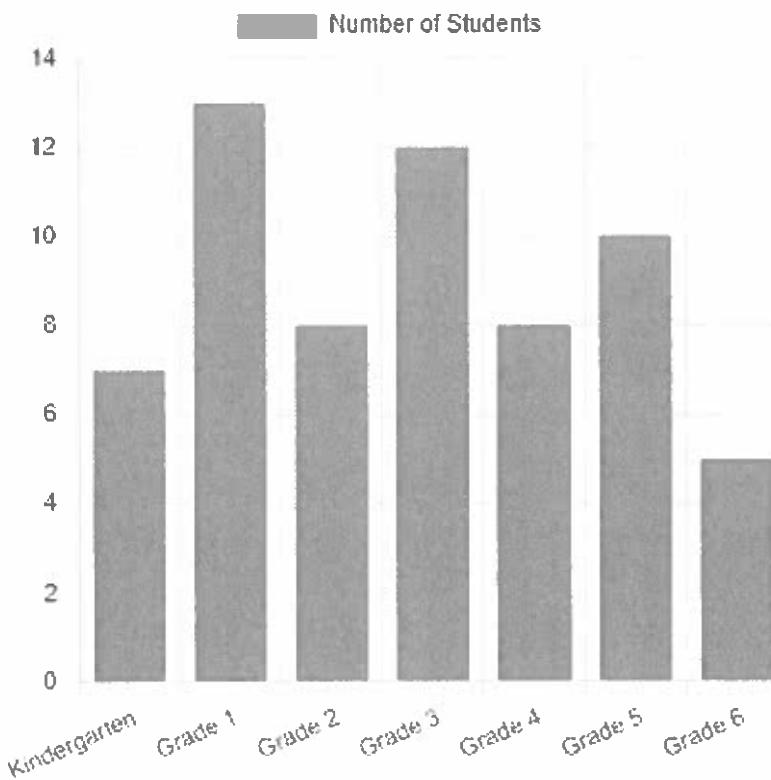
The goal of the Eel River Charter School is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning. ERCS employs 4 part-time aides, one part time certificated literacy coach, and a literacy tutor to assist the teachers and students in the 3 multi-grade classrooms. ERCS also employs an office manager, business manager, and a part time food server and a custodian.

The Eel River Charter School is a direct funded charter school. ERCS does not have a principal/director or superintendent. The volunteer school Board, comprised of

parents of students, handles some of the administrative duties, such as student discipline and employee management. The office manager, business manager, and teachers handle the routine, daily decisions and this core staff is accountable to the ERCS Board. An ERCS Board designee approves all school expenditures. Historically, ERCS has fewer than 10 students per grade level, thus test results are not published to protect the privacy of the students in regards to the ELA, Math, Science, History, and Physical Fitness testing. Due to the small school size ERCS does not have statistically significant sub-groups, other than economically disadvantaged.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	7
Grade 1	13
Grade 2	8
Grade 3	12
Grade 4	8
Grade 5	10
Grade 6	5
Total Enrollment	63



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	50.00%	English Learners	16.10%
Male	62.50%	Foster Youth	3.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	55.40%	Migrant	0.00%
Asian	0.00%	Socioeconomically Disadvantaged	94.00%
Black or African American	1.80%	Students with Disabilities	13.00%
Filipino	0.00%		
Hispanic or Latino	41.10%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.00%		
White	12.50%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear Credentialed for Subject and Student Placement (properly assigned)					234405.20	84.00%
Intern Credential Holders Properly Assigned					4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)					12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)					11953.10	4.28%
Unknown/Incomplete/NA					15831.90	5.67%
Total Teaching Positions					279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00%	17.50	63.79%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	7.27%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.50	9.27%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	10.98%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	2.30	8.65%	14303.80	5.15%
Total Teaching Positions	3.00	100.00%	27.50	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	66.67%	14.30	47.24%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	33.33%	11.50	38.03%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.00	9.90%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	1.40	4.77%	13705.80	4.91%
Total Teaching Positions	3.00	100.00%	30.40	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0	1.00	
Misassignments	0	0.00	
Vacant Positions	0	0.00	
Total Teachers Without Credentials and Misassignments	0	1.00	

Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0.00	
Local Assignment Options	0	0.00	
Total Out-of-Field Teachers	0	0.00	

Class Assignments

Indicator	2021– 22	2022– 23	2023– 24
	Percent	Percent	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0.00%	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0.00%	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Reading Wonders K-3 2020 Bright Thinker 4-6 Additional Instructional Materials: K-3 Phonics 95% K-3 Fountas and Pinnell Benchmark Assessment System K-6 Renaissance Star, K-3 Scholastic Guided Reading, Scholastic Core Clicks K-6 Lexiacore5	0
Mathematics	K-3 Innovamat 4-6 Bright Thinker Additional Instructional Materials: K-6 Renaissance Star Benchmark Testing	0
Science	K-3 Generation Genius, K-1 Let's Find Out Scholastic magazine 4-6 Bright Thinker, SuperSTEM Scholastic magazine	0
History-Social Science	K-1 Let's Find Out Scholastic magazine 2-3 Time for Kids magazine 4-6 Bright Thinker, Time for Kids magazine	0
Foreign Language	NA	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	NA	0
Visual and Performing Arts	NA	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

ERCS opened its doors on rented property in 1994 and has been able to purchase the properties and add to them over the years. The school consists of a main school building housing the office, food service area, restrooms and library. 4 stand-alone classrooms, a pump house, and outside restrooms. The school continues to make facility upgrades in accordance with county building codes, and improvements to the school site as funding becomes available. The school facility is maintained at a level that protects the safety of the students, staff and general public. Class size is limited due to space restrictions in the 4 classrooms. Safety inspections are completed on a regular basis, and any deficiencies are corrected as quickly as possible. Visitors are required to sign in at the office, and the students are supervised before and during school hours. The school is posted as unavailable for public use after school hours. There are two back-up generators installed to provide power during power outages and the lot improvement project was completed in summer 2024 with a turf field, walking track, outdoor learning area, and new garbage location.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Place netting around supplies stored high on shelves in library, Rm 2, and pump house. Completed
Electrical: Electrical	Fair	Remove lights not being used in Main Hall. Replace or cover main hall lights. Maintain 3 ft clearance around all electrical panels. Completed. Fabric light diffusers in Rms 1,2,3 are made of fire retardant material.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Exit signs above all doors. Completed.
Structural: Structural Damage, Roofs	Good	Secure file cabinets to wall in main hall. Secure ladders in pump house. Completed
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Replace a bolt on climbing structure.

Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	10%	18%	16%	12%	47%	48%
Mathematics (grades 3-8 and 11)	14%	3%	7%	5%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group for students taking and
completing state-administered assessment Grades Three through Eight and
Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	34	100.00%	0.00%	17.65%
Female	19	19	100.00%	0.00%	21.05%
Male	15	15	100.00%	0.00%	13.33%
American Indian or Alaska Native	16	16	100.00%	0.00%	6.25%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	23.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	19.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	34	34	100.00%	0.00%	2.94%
Female	19	19	100.00%	0.00%	0.00%
Male	15	15	100.00%	0.00%	6.67%
American Indian or Alaska Native	16	16	100.00%	0.00%	0.00%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	13	13	100.00%	0.00%	7.69%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	3.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Fewer than 10 students tested so results not shown.

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	--	9.09%	6.32%	4.46%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	11	100.00%	0.00%	9.09%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	0	0	0%	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility		Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
			Component	Trunk Extensor and Strength and Flexibility		
5	100%	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

The ERCS campus continues to remain open for parents and our school events are open to the public. Parent involvement benefits the students: not only do the children see the pieces of their lives come together in coherence, but they recognize a measure of their own worth in their parents' efforts. Students see that education is important because their parents invest time in their school. When parents walk into their child's school, that child feels excited, proud, and loved. Parents are encouraged to provide 2 parent work hours per week, per child enrolled at the school. Parents founded the school, and they form the final link in the chain of command. Depending on their interests, families choose how they will contribute. They do everything from serving on the school board, chaperoning field trips, facilities maintenance, serving on the Site Council or other parent committees, and holiday decorations/celebrations at school.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism		Chronic Absenteeism Count	Chronic Absenteeism Rate
		Eligible Enrollment	Chronic Absenteeism		
All Students	66	65	16	24.6%	
Female	30	29	8	27.6%	
Male	36	36	8	22.2%	
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	32	31	7	22.6%	
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	6	24.0%	
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	2	18.2%	
Foster Youth	--	--	--	--	--
Homeless	11	11	2	18.2%	
Socioeconomically Disadvantaged	62	61	16	26.2%	
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	2	18.2%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School	School	School	District	District	District	State	State	State
	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25	2022– 23	2023– 24	2024– 25
Suspensions	0.00%	0.00%	0.00%	15.36%	0.00%	9.49%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The ERCS comprehensive school safety plan is reviewed and amended annually by the safety committee, comprised of the business manager, two board members, and the acting director of student achievement. The plan was last approved on 1-22-25 and the 2026 plan will be reviewed and approved by the ERCS Board in January or February 2026 so that it is completed and posted on the school website by the March 1 deadline. The key elements of the plan include the current status of school crime, procedures for child abuse reporting, earthquake emergencies, suspension/expulsion policies, notification of dangerous pupils, discrimination and harassment policies, dress code, safe ingress and egress from school site, environment conducive to learning, school discipline, evaluation and amendment of the plan, prevention of bullying, response to release of a pesticide or other toxic substance from properties within 1/4 mile of the school, and the communication of the plan to the public at a public meeting at the school site.?

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	18.00	2	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	18.00	2	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	21.00	2	1	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19992.00	\$4741.00	\$15251.00	\$65132.00
District	N/A	N/A	\$16083.00	\$74253.00
Percent Difference – School Site and District	N/A	N/A	-5.00%	-13.00%
State	N/A	N/A	\$11146.18	\$86335.00
Percent Difference – School Site and State	N/A	N/A	31.00%	-28.00%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

?In 24-25, ERCS received Title I, Title II part A, Title IV and REAP categorical funding. ERCS also received Title VI Indian Education funding for our Native students. In addition, there were Learning Recovery Emergency Block Grant and Literacy Coach and Reading Specialist Grant funds along with Art/Music grant funds that were used to fund a 4th bilingual instructional aide and offer art and music projects and instruction to all students among other things. Title I, Title IV, and REAP funding helped support three part-time aide positions for the year. In addition, Title I funding pays the stipend for the acting Director(s) of Student Achievement, who is/are responsible for over-seeing the Site Council, Federal Addendum and LCAP reporting, and serving as the Special Education liaison with the District, which provides Special Education services to ERCS students. Title II funds were used for staff recruitment and professional development. Title VI Indian Ed funding supported cultural music/art, anti-bullying, and cultural story telling. The Literacy Coach and Literacy Tutor, funded with Literacy Coach and Reading Specialist Grant funds, continued to work with struggling students, trouble-shoot the school Chromebooks, mitigate learning loss by tutoring

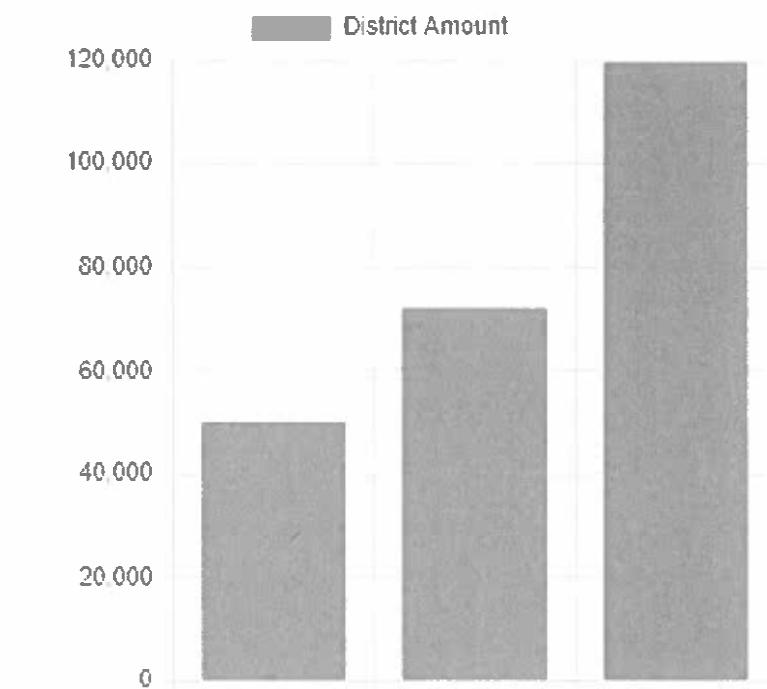
students over the summer and during the school year, and the grant funds supported induction and intern training for teachers. Mindfulness training and martial arts was offered to all students, rather than online counseling or dyslexia training for only 5-8 students.?

Teacher and Administrative Salaries (Fiscal Year 2023–24)

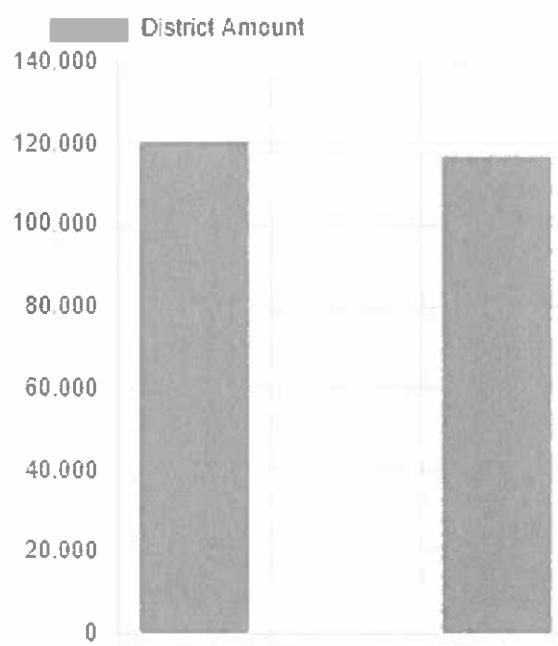
This reflects District salaries, and not the salaries at the Eel River Charter School, but ERCS makes every effort to match the District salary schedule each year.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50022.00	\$54773.28
Mid-Range Teacher Salary	\$72092.00	\$78980.97
Highest Teacher Salary	\$119449.00	\$117336.77
Average Principal Salary (Elementary)	\$120334.00	\$128425.24
Average Principal Salary (Middle)	\$0.00	\$137946.86
Average Principal Salary (High)	\$116830.00	\$138809.37
Superintendent Salary	\$186200.00	\$176162.14
Percent of Budget for Teacher Salaries	22.91%	24.71%
Percent of Budget for Administrative Salaries	6.00%	5.91%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Beginning Teacher Salary Mid-Range Teacher Salary Highest Teacher Salary



Average Principal Salary (Elementary) Average Principal Salary (Middle) Average Principal Salary (High)

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	6.5	7	6

