

# Eel River Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

### 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.

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Round Valley Unified
<b>Phone Number</b>	(707) 983-6171
<b>Superintendent</b>	Mike Gorman
<b>E-mail Address</b>	<a href="mailto:mgorman@covelo.k12.ca.us">mgorman@covelo.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.mcoe.us/">http://www.mcoe.us/</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Eel River Charter
<b>Street</b>	76350 Main St.
<b>City, State, Zip</b>	Covelo, Ca, 95428-9711
<b>Phone Number</b>	707-983-6946
<b>Principal</b>	Mrs. Betty Tuttle, Office Manager
<b>E-mail Address</b>	<a href="mailto:office@eelriverschool.net">office@eelriverschool.net</a>
<b>Web Site</b>	<a href="http://www.eelriverschool.net">www.eelriverschool.net</a>
<b>County-District-School (CDS) Code</b>	23656072330272

*Last updated: 12/7/2016*

### School Description and Mission Statement (School Year 2016-17)

The Eel River Charter School (ERCS) serves students K-6 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 was evaluated and re-written in 2006. The new 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 three part-time aides to assist the teachers in the 3 or 4 (depending on enrollment) multi-grade level classrooms. ERCS also employs an office manager, a part time business manager, and a part time lunch server and custodian.

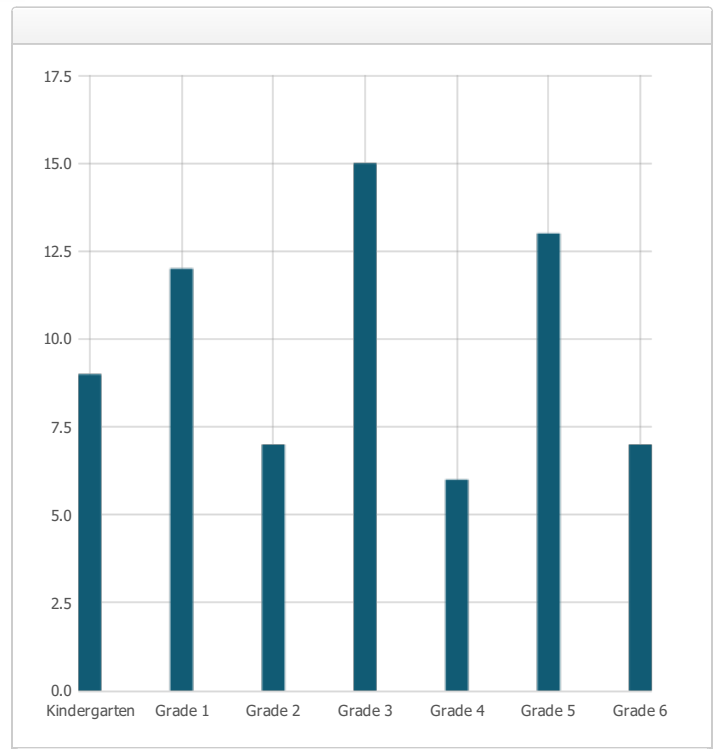
Eel River Charter School is a direct funded charter school. ERCS does not have a principal/director or superintendent. The volunteer school Board, comprised of parents of students handles the administrative duties, such as student discipline and employee management. The office manager, business manager, and teachers handle the routine, day to day decisions and this core staff is accountable to the ERCS Board. The ERCS Board designee approves all school expenditures.

ERCS routinely has fewer than 10 students per grade level, thus test results are not always 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, and a similar schools ranking is not provided.

*Last updated: 1/18/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	9
Grade 1	12
Grade 2	7
Grade 3	15
Grade 4	6
Grade 5	13
Grade 6	7
<b>Total Enrollment</b>	<b>69</b>



Last updated: 12/7/2016

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	27.5 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	43.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	29.0 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.2 %
English Learners	27.5 %
Students with Disabilities	8.7 %
Foster Youth	0.0 %

Last updated: 12/7/2016

## A. Conditions of Learning

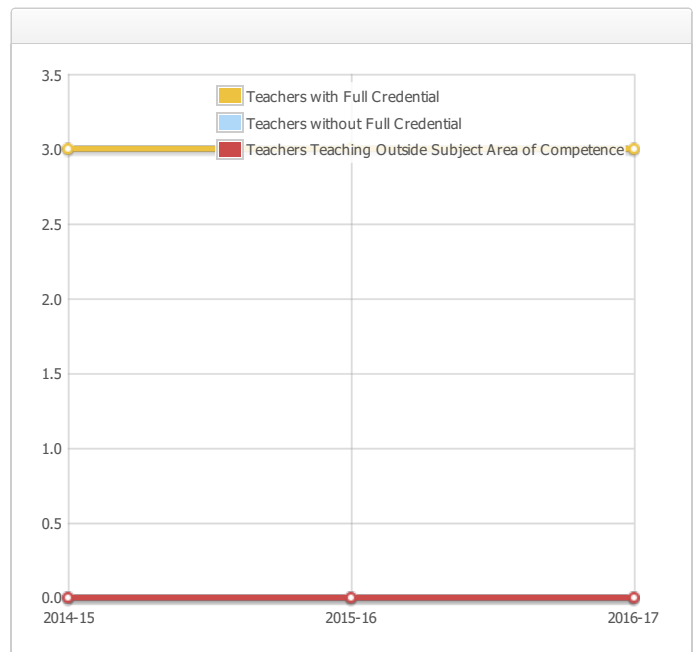
### State Priority: Basic

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 Credentials

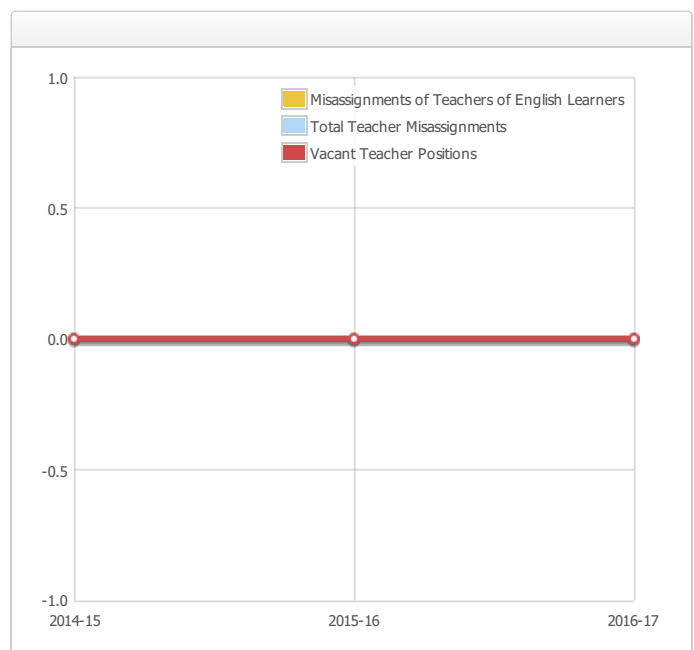
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	3	3	3	21
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/9/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 12/9/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	83.0%	17.0%
High-Poverty Schools in District	83.0%	17.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/11/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Text- Houghton-Mifflin K-5 Medallions  Additional Instructional Materials:  K-6 Renaissance Star  2-3 Readworks, Ticket to Read, Scholastic Readers, Citelighter  4-6 Readworks, Ticket to Read, Moby Max, Citelighter	No	0.0 %
Mathematics	Text K-6 Envision Math Common Core State Standards  4-6 Khan Academy, Tenmarks, Moby Max	No	0.0 %
Science	Instructional Materials:  K-1 Scholastic Magazine Weekly-Common Core Worksheets, videos, computer games  2-3 Harcourt Science CA Edition 2nd, 3rd Grade, Time for Kids magazine weekly-download quizzes  4-6 Time for Kids magazine weekly-download quizzes, Science Weekly, YouTube	No	0.0 %
History-Social Science	Instructional Materials:  K-1 Scholastic Magazine Weekly-Common Core worksheets, videos, computer games  2-3 Harcourt-Brace Social Studies-Making a Difference 2nd grade, Communities 3rd grade  4-6 Time for Kids magazine-weekly download quizzes, Harcourt-Brace American History, California History	No	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %

Science Lab Eqpmt  
(Grades 9-12)

N/A

N/A

0.0 %

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

*Last updated: 12/8/2016*

## School Facility Conditions and Planned Improvements

ERCS opened its doors on rented property in 1994. The school consists of a main school building, housing the office, food service area, bathrooms, and library, 4 stand alone classrooms, a pump house, and outside bathrooms built in 2003. The school was forced to purchase the properties or possibly lose the site. The Eel River Charter 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 classrooms.

Monthly safety inspections are held, and any deficits are corrected as quickly as possible. A new yard fence was completed in 2006 improving the safety of the students. Visitors are required to sign in at the office, and students are supervised before and during school hours. After school hours, the school is posted as generally unavailable for public use.

Major facilities upgrades are budgeted as necessary. In 2003, new pavement was added for walkways, a basketball court, and a play area for the younger students. In 2004, the school main building was painted to match the pump house, modular classrooms and new bathrooms. The library was re-roofed in 2003 and painted in 2005. The school is cleaned on a daily basis and restrooms are maintained in good repair. The garbage and recyclable materials are stored in an enclosed area which was constructed in 2004. The interior of the main building received a new coat of paint and resurfacing of the floor in 2015. In 2009 the food service area was remodeled, creating a county certified kitchen, and a handicapped access ramp was installed for the main building. In 2010, new energy efficient windows were installed in the main building. In 2011, new carpet was installed in all classrooms and the library and new flooring was installed in one of the bathrooms. In 2012, a playground climbing structure and new sandbox were installed on the playground and the blacktop was resurfaced and basketball court re-stripped. In 2013, energy efficient air conditioners were installed in 3 classrooms and the ramps to 2 of the classrooms were re-built. In 2015, an energy efficient air conditioner was installed in classroom 4. The school plans to replace fluorescent lighting with energy efficient lighting as a Prop 39 Energy Efficiency project in the 2016-17 school year. The modular roofs are scheduled for replacement in December 2016.

*Last updated: 1/18/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

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	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Modular roofs to be replaced in December 2016
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good
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*Last updated: 12/7/2016*

## 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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Eel River Charter School is a very small K-6 elementary school with combination grade classes. There were fewer than 10 students at each grade level of testing 3rd through 6th, so the grade level scores for CAASPP, Science, and Physical Fitness are not reported to protect the confidentiality of the students and because the numbers are statistically unreliable due to small sample size. Historically, 95 to 100% of ERCS students complete the required tests each year.

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	4.0%	12.0%	6.0%	7.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	7.0%	4.0%	5.0%	5.0%	33.0%	37.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/8/2016*



# 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

## 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 for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents commit to 2 parent work hours per week, per child enrolled at the school. ERCS runs on parent power: parents founded this school, and they form the final link in the chain of command. Depending on their interest, families choose how they will contribute. They do everything from administrative tasks (governing the school) to augmenting curriculum, chaperoning field trips, teacher's aides, facilities maintenance, cleaning facility, dumping garbage, yard duty, and general yard work. In 2015-16, the parents from 38 families contributed over eight hundred hours to the school (846 to be exact.) Hundreds of parent hours went unreported as many families failed to log their parent hours on a consistent basis or at all through-out the year.

Parent involvement benefits the students: not only do the children see the pieces of their lives come together in coherence, but also 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.

### State Priority: Pupil Engagement

*Last updated: 1/18/2017*

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

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

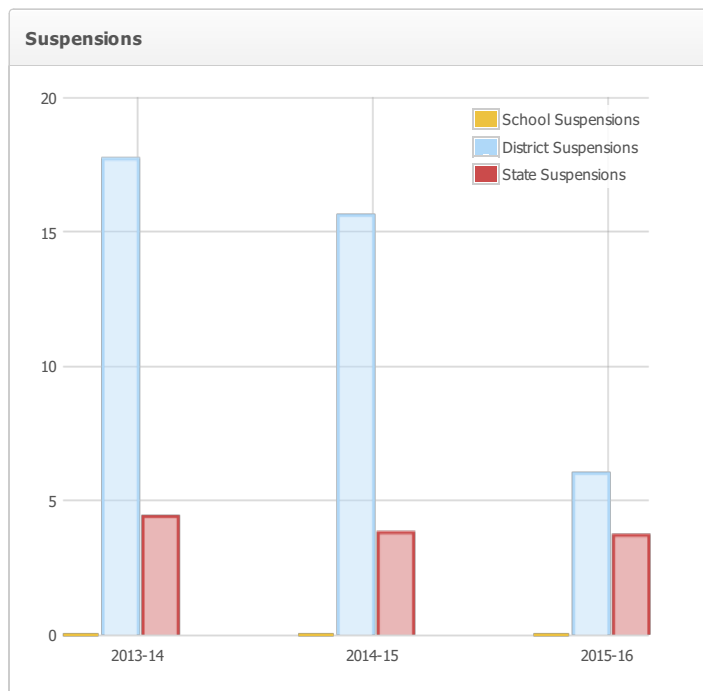
# State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	17.7	15.6	6.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1



Last updated: 1/18/2017

## School Safety Plan (School Year 2016-17)

The Eel River Charter School implements a comprehensive set of health, safety, and risk management policies. The school safety plan is reviewed annually and discussed with the faculty annually. The school complies with the provisions of Education Code 44237, the county building and health codes, risk management evaluations, routine fire drills, TB screening for employees, CPR and First Aid training requirements, and fire laws. ERCS is tobacco, alcohol, and drug free and complies with safety laws. The Eel River Charter School continues to make facility upgrades 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.

Last updated: 1/18/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 12/8/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	16.0	3		22.0	3			23.0	3			

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

Last updated: 12/8/2016

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	2.3	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/8/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8860.0	\$1007.0	\$7853.0	\$41000.0
District	N/A	N/A	\$18267.0	\$55429.0
Percent Difference – School Site and District	N/A	N/A	-57.0%	-26.0%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	N/A	N/A	28.0%	-32.0%

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

*Last updated: 12/19/2016*

## Types of Services Funded (Fiscal Year 2015-16)

In 15-16, ERCS received Title I, Title II Part A, and REAP categorical funding. Title I and REAP funding helped support three part-time aide positions, including the time allocated for daily services to all EL students. In addition, Title I funding pays the stipend for the Director of Student Achievement, who is responsible for the LEA Plan, the Single Plan for Student Achievement, the LCAP, and serves as the Special Education liaison with the District, which provides Special Education services to ERCS students. This person is present at all ERCS SST's. Title II funds were used for staff recruitment.

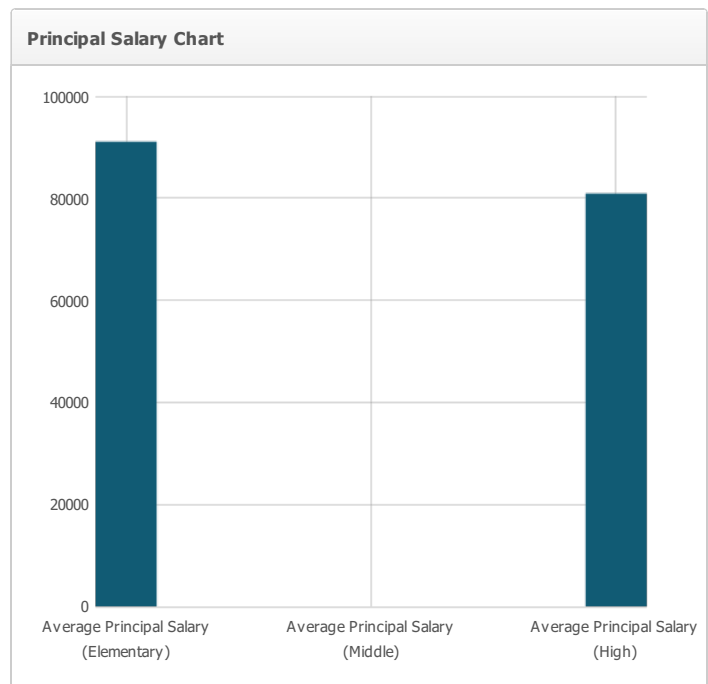
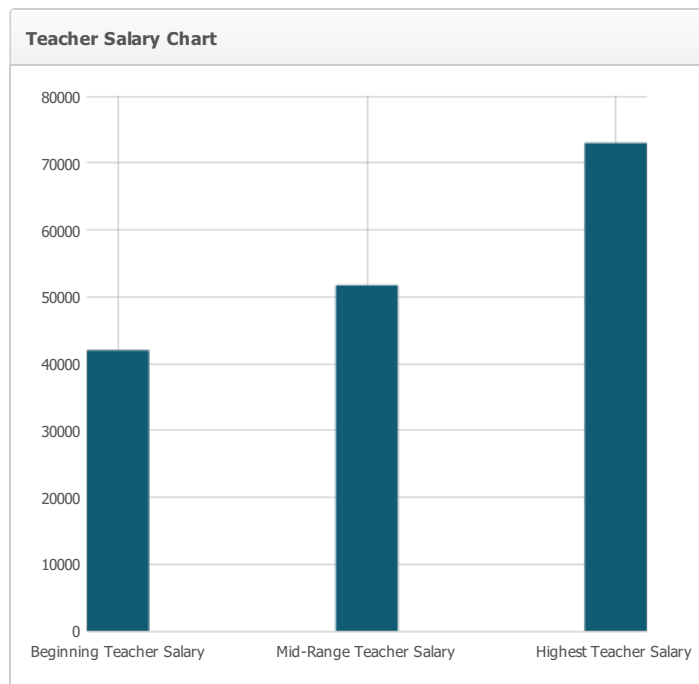
*Last updated: 1/18/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

This reflects District salaries, and not the salaries at the Eel River Charter School.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,989	\$40,430
Mid-Range Teacher Salary	\$51,707	\$58,909
Highest Teacher Salary	\$72,992	\$77,358
Average Principal Salary (Elementary)	\$91,074	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$80,918	\$100,453
Superintendent Salary	\$107,100	\$123,728
Percent of Budget for Teacher Salaries	30.0%	32.0%
Percent of Budget for Administrative Salaries	10.0%	6.0%

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



*Last updated: 12/8/2016*

## Professional Development

Staff development opportunities are available by request and recommendation.

In 2015-16, ERCS continued working with a consultant who met with teachers numerous occasions during the year. Topics included classroom management and teaching techniques. The consultant spent time in the 3 classrooms doing observations. The teachers also received training in Chromebook use and management. 35 Chromebooks were purchased for classroom and CAASPP testing use. An additional 15 Chromebooks were purchased in the Fall of 2016, so now there is one for every student which was an LCAP goal. Teachers continued to study the Smarter Balanced Resources on their own time. Teachers attend the monthly board meetings which have been scheduled after school to include teachers and improve communication between teachers and the Board. It was recommended that teachers allot a portion of their teachers' meetings to act as a PLC, a Professional Learning Committee to share pedagogical strategies and information. The main source of professional development among ERCS teachers is the weekly staff meetings, where teachers have the opportunity to ask each other for help in curricula, discipline, techniques, and materials. Teachers share discussion of what works and what doesn't work. Teachers may engage in team teaching so that each staff member knows each student, and can offer suggestions on how to meet individual student needs. Due to the school's rural location and the shortage of substitute teachers in this District, the teaching staff generally participates in on-line training, or training that the District is offering (classroom management training in 12-13). On occasion, the teachers will participate in training that is offered during the summer break.

*Last updated: 1/18/2017*