

Alder Grove Charter School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Alder Grove Charter School
Street	714 F St.
City, State, Zip	Eureka, CA 95501-0540
Phone Number	(707) 268-0854
Principal	Jennifer A. Allen-San Giovanni
E-mail Address	jenni@aldergrovecharter.org
Web Site	www.aldergrovecharter.org/
Grades Served	K-12
CDS Code	12 63032 0111203

District Contact Information	
District Name	Alder Grove Charter School
Phone Number	(707) 268-0854
Superintendent	Jennifer A. Allen-San Giovanni
E-mail Address	jenni@aldergrovecharter.org
Web Site	www.aldergrovecharter.org/

School Description and Mission Statement (Most Recent Year)

Alder Grove Charter School is an independent study charter school that provides a voluntary public educational choice for families of students who choose to educate their children in the home environment. We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to provide students with personalized learning and to support parental choice in education.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	20
Grade 1	24
Grade 2	24
Grade 3	21
Grade 4	38
Grade 5	27
Grade 6	13
Grade 7	17
Grade 8	29
Grade 9	21
Grade 10	26
Grade 11	43
Grade 12	36
Total Enrollment	339

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	2.9
Hispanic or Latino	12.1
White	69.6
Two or More Races	13.6
Socioeconomically Disadvantaged	66.4
English Learners	0.3
Students with Disabilities	11.5
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	25	28	28
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected:

Students use a variety of curriculum in a personalized learning school. Curriculum is chosen based on the students' strengths, weaknesses, interests and learning styles.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts			0.0
Mathematics			0.0
Science			0.0
History-Social Science			0.0
Foreign Language			0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health			0.0
Visual and Performing Arts			0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school leases facilities which are maintained by the landlord(s).

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: Spring 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: Spring 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	41	43	44
Mathematics	24	30	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	24	20	83.3	45	25	5	25
	4	39	37	94.9	46	27	16	11
	5	27	24	88.9	33	25	38	0
	6	22	21	95.5	43	24	19	14
	7	27	26	96.3	23	19	42	15
	8	32	30	93.8	23	23	43	7
	11	33	32	97.0	22	28	38	13
Male	3		10	41.7	--	--	--	--
	4		16	41.0	44	44	6	6
	5		13	48.1	31	38	31	0
	6		8	36.4	--	--	--	--
	7		10	37.0	--	--	--	--
	8		13	40.6	31	23	38	0
	11		13	39.4	23	31	46	0
Female	3		10	41.7	--	--	--	--
	4		21	53.8	48	14	24	14
	5		11	40.7	36	9	45	0
	6		13	59.1	54	38	8	0
	7		16	59.3	25	13	44	19
	8		17	53.1	18	24	47	12
	11		19	57.6	21	26	32	21
Black or African American	4		1	2.6	--	--	--	--
	7		1	3.7	--	--	--	--
	11		3	9.1	--	--	--	--
American Indian or Alaska Native	4		2	5.1	--	--	--	--
	6		2	9.1	--	--	--	--
	11		2	6.1	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
Hispanic or Latino	3		2	8.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		4	10.3	--	--	--	--
	5		2	7.4	--	--	--	--
	6		4	18.2	--	--	--	--
	8		4	12.5	--	--	--	--
	11		5	15.2	--	--	--	--
Native Hawaiian or Pacific Islander	11		1	3.0	--	--	--	--
White	3		12	50.0	42	25	8	25
	4		26	66.7	35	27	23	15
	5		18	66.7	39	22	33	0
	6		15	68.2	47	13	20	20
	7		25	92.6	24	20	40	16
	8		22	68.8	23	23	41	9
	11		18	54.5	22	28	33	17
Two or More Races	3		6	25.0	--	--	--	--
	4		4	10.3	--	--	--	--
	5		4	14.8	--	--	--	--
	8		4	12.5	--	--	--	--
	11		3	9.1	--	--	--	--
Socioeconomically Disadvantaged	3		14	58.3	43	29	7	21
	4		26	66.7	54	23	15	8
	5		15	55.6	47	27	20	0
	6		11	50.0	55	27	18	0
	7		18	66.7	28	22	33	17
	8		20	62.5	30	30	30	10
	11		17	51.5	18	41	35	6
Students with Disabilities	3		3	12.5	--	--	--	--
	4		2	5.1	--	--	--	--
	5		5	18.5	--	--	--	--
	6		1	4.5	--	--	--	--
	8		1	3.1	--	--	--	--
	11		1	3.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	24	20	83.3	50	25	15	10
	4	39	37	94.9	49	27	14	11
	5	27	25	92.6	48	28	20	0
	6	22	21	95.5	48	19	10	19
	7	27	26	96.3	23	46	19	12
	8	32	30	93.8	30	53	13	3
	11	33	32	97.0	63	16	13	9
Male	3		10	41.7	--	--	--	--
	4		16	41.0	44	44	6	6
	5		14	51.9	29	36	29	0
	6		8	36.4	--	--	--	--
	7		10	37.0	--	--	--	--
	8		13	40.6	15	62	23	0
	11		13	39.4	85	8	8	0
Female	3		10	41.7	--	--	--	--
	4		21	53.8	52	14	19	14
	5		11	40.7	73	18	9	0
	6		13	59.1	62	31	8	0
	7		16	59.3	31	31	25	13
	8		17	53.1	41	47	6	6
	11		19	57.6	47	21	16	16
Black or African American	4		1	2.6	--	--	--	--
	7		1	3.7	--	--	--	--
	11		3	9.1	--	--	--	--
American Indian or Alaska Native	4		2	5.1	--	--	--	--
	6		2	9.1	--	--	--	--
	11		2	6.1	--	--	--	--
Filipino	3		0	0.0	--	--	--	--
Hispanic or Latino	3		2	8.3	--	--	--	--
	4		4	10.3	--	--	--	--
	5		2	7.4	--	--	--	--
	6		4	18.2	--	--	--	--
	8		4	12.5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	11		5	15.2	--	--	--	--
Native Hawaiian or Pacific Islander	11		1	3.0	--	--	--	--
White	3		12	50.0	42	33	17	8
	4		26	66.7	38	27	19	15
	5		19	70.4	37	32	26	0
	6		15	68.2	47	20	7	27
	7		25	92.6	24	44	20	12
	8		22	68.8	36	45	14	5
	11		18	54.5	67	11	6	17
Two or More Races	3		6	25.0	--	--	--	--
	4		4	10.3	--	--	--	--
	5		4	14.8	--	--	--	--
	8		4	12.5	--	--	--	--
	11		3	9.1	--	--	--	--
Socioeconomically Disadvantaged	3		14	58.3	43	36	14	7
	4		26	66.7	50	27	15	8
	5		16	59.3	56	19	19	0
	6		11	50.0	64	18	9	9
	7		18	66.7	22	56	11	11
	8		20	62.5	30	60	5	5
	11		17	51.5	71	24	6	0
Students with Disabilities	3		3	12.5	--	--	--	--
	4		2	5.1	--	--	--	--
	5		6	22.2	--	--	--	--
	6		1	4.5	--	--	--	--
	8		1	3.1	--	--	--	--
	11		1	3.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	39	48	50	70	67	60	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	50
Male	56
Female	42
American Indian or Alaska Native	--
Hispanic or Latino	--
White	50
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	43
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

The school does not offer any CTE classes because of the lack of highly qualified specialist teachers. Students have the ability to concurrently enroll in the local community college where they are able to and do take a variety of classes.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	0
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	12.82

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	22	50	43	22	50	43	57	56	58
Mathematics	39	32	33	39	32	33	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	57	23	20	67	33	
All Students at the School	57	23	20	67	33	
Male	71	18	12	76	24	
Female	38	31	31	54	46	
White	47	33	20	67	33	
Socioeconomically Disadvantaged	57	30	13	70	30	

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.00	20.00	16.00
7	42.90	23.80	14.30
9	16.70	37.50	8.30

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

Parents are encouraged to participate in the school. Parent involvement in the education of the student is critical, as most learning takes place at home. Parents are also encouraged to become members of the School Leadership Team and Governance Council.

Twice yearly full-day parent workshops are held on a variety of topics including hand writing, teaching your child to read, learning styles, math standards, homeschooling and more.

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	6.30	16.10	9.60				13.10	11.40	11.50
Graduation Rate	84.38	74.19	67.31				78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	95.12	95.12	84.6
Black or African American			76
American Indian or Alaska Native	100	100	78.07
Asian	200	200	92.62
Filipino			96.49
Hispanic or Latino	100	100	81.28
Native Hawaiian/Pacific Islander			83.58
White	92.31	92.31	89.93
Two or More Races	85.71	85.71	82.8
Socioeconomically Disadvantaged	50	50	61.28
English Learners			50.76
Students with Disabilities	90.63	90.63	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	4.04	2.99	4.91	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The school has a safety coordinator and a safety team, who are responsible, with the director, for the creation and implementation of a school safety plan. The Safety Team meets monthly to review and develop procedures.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.6	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	.2	N/A
Other		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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,740	\$755	\$6,985	\$52,190
District	N/A	N/A	\$4,985	\$51,757
Percent Difference: School Site and District	N/A	N/A	40.1	0.8
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	30.6	-11.8

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

Types of Services Funded (Fiscal Year 2014-15)

The school offers a mandatory Academic Support Program to those students who are below grade level. Students receive an extra hour of tutoring, either face to face or on line in math, reading and/or writing if they are identified as needing Academic Support Services. Small reading and writing groups are also offered to students not below grade level who voluntarily sign up for this service. Drop in math lab is held every day and is a n opportunity to get math support for students of all grade levels. Alder Grove also has students participate in SES, as mandated by Program Improvement.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,431	\$39,948
Mid-Range Teacher Salary	\$53,153	\$57,401
Highest Teacher Salary	\$65,662	\$73,183
Average Principal Salary (Elementary)	\$74,536	\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$150,702	\$112,657
Percent of Budget for Teacher Salaries	29%	35%
Percent of Budget for Administrative Salaries	7%	7%

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

Professional Development (Most Recent Three Years)

Staff attends required monthly staff meetings where current best practices are discussed. Staff have the opportunity to attend local and statewide conferences and workshops. New teachers are supported through the BTSA program as well as support from Advisory Teachers onsite. Teachers are encouraged to seek professional development opportunities.