

# Alder Grove Charter School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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.

## 2023-24 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Alder Grove Charter School                    |
| <b>Street</b>                            | 714 F St.                                     |
| <b>City, State, Zip</b>                  | Eureka, CA 95501-0540                         |
| <b>Phone Number</b>                      | (707) 268-0854                                |
| <b>Principal</b>                         | Tim Warner, Executive Director/Superintendent |
| <b>Email Address</b>                     | tim.warner@aldergrovecharter.org              |
| <b>School Website</b>                    | www.aldergrovecharter.org                     |
| <b>County-District-School (CDS) Code</b> | 12 63032 0111203                              |

## 2023-24 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | Alder Grove Charter School  |
| <b>Phone Number</b>     | 707-441-2414  |
| <b>Superintendent</b>   | Teri Waterhouse   |
| <b>Email Address</b>    | twaterhouse@southbayusd.org   |
| <b>District Website</b> | <a href="https://www.southbayusd.org/">https://www.southbayusd.org/</a> |

## 2023-24 School Description and Mission Statement

Alder Grove Charter School is a personalized learning public charter school that provides support for families who choose to educate their children in the home environment and students on independent study. Our students are educated through homeschooling, independent study, concurrent enrollment in community college, CTE programs, on-campus classes, as well as online courses. 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.

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 35                 |
| Grade 1                 | 38                 |
| Grade 2                 | 20                 |
| Grade 3                 | 31                 |
| Grade 4                 | 28                 |
| Grade 5                 | 38                 |
| Grade 6                 | 40                 |
| Grade 7                 | 25                 |
| Grade 8                 | 35                 |
| Grade 9                 | 26                 |
| Grade 10                | 32                 |
| Grade 11                | 36                 |
| Grade 12                | 45                 |
| <b>Total Enrollment</b> | <b>429</b>         |

### 2022-23 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 50.6%                       |
| Male                             | 49.4%                       |
| American Indian or Alaska Native | 4.7%                        |
| Black or African American        | 1.9%                        |
| Hispanic or Latino               | 13.8%                       |
| Two or More Races                | 13.5%                       |
| White                            | 66.2%                       |
| English Learners                 | 0.9%                        |
| Foster Youth                     | 0.5%                        |
| Homeless                         | 4.4%                        |
| Socioeconomically Disadvantaged  | 70.6%                       |
| Students with Disabilities       | 14.7%                       |

## **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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 6.50          | 26.89          | 28.70           | 54.62            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 1.90            | 3.78             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 0.80            | 1.52             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 17.70         | 72.74          | 20.50           | 38.94            | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.00          | 0.33           | 0.50            | 1.10             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 24.40         | 100.00         | 52.60           | 100.00           | 274759.10    | 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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 7.40          | 31.22          | 25.70           | 58.40            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.00          | 0.00           | 0.00            | 0.00             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 0.50            | 1.27             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 16.30         | 68.15          | 16.90           | 38.31            | 11953.10     | 4.28          |
| <b>Unknown</b>   | 0.10          | 0.58           | 0.80            | 2.02             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 23.90         | 100.00         | 44.10           | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    | 0.00    |
| Misassignments   | 0.00    | 0.00    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 0.00    |
| Local Assignment Options                               | 17.70   | 16.30   |
| <b>Total Out-of-Field Teachers</b>                     | 17.70   | 16.30   |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students use a variety of curriculum and materials in a personalized learning school. Curriculum and materials are chosen based on each student's academic strengths and weaknesses, and also taking into account interests and learning styles.

Year and month in which the data were collected

1/2023

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--|-----------------------------|--|
|---------|--|-----------------------------|--|

|   |     |     |     |
|---|-----|-----|-----|
| <b>Reading/Language Arts</b>                      | N/A |     | 0.0 |
| <b>Mathematics</b>                                | N/A |     | 0.0 |
| <b>Science</b>                                    | N/A |     | 0.0 |
| <b>History-Social Science</b>                     | N/A |     | 0.0 |
| <b>Foreign Language</b>                           | N/A |     | 0.0 |
| <b>Health</b>                                     | N/A |     | 0.0 |
| <b>Visual and Performing Arts</b>                 | N/A |     | 0.0 |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A | N/A | 0.0 |

## School Facility Conditions and Planned Improvements

The school leases facilities which are maintained by both the school and the landlord(s). The school is safe, clean, and adequate. There are no significant scheduled improvements besides some roof repairs to fix minor leaks.

**Year and month of the most recent FIT report**

1/2024

| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |   |
| <b>Electrical</b>  | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |   |

## Overall Facility Rate

| 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] System 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

| Subject  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 40             | 39             | 38               | 38               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 23             | 16             | 22               | 24               | 33            | 34            |



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 256                     | 250                  | 97.66                 | 2.34                      | 38.96                          |
| <b>Female</b>  | 129                     | 124                  | 96.12                 | 3.88                      | 47.58                          |
| <b>Male</b>  | 126                     | 125                  | 99.21                 | 0.79                      | 30.65                          |
| <b>American Indian or Alaska Native</b>              | 15                      | 15                   | 100.00                | 0.00                      | 60.00                          |
| <b>Asian</b>   | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 35                      | 34                   | 97.14                 | 2.86                      | 29.41                          |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 32                      | 32                   | 100.00                | 0.00                      | 46.88                          |
| <b>White</b>   | 172                     | 167                  | 97.09                 | 2.91                      | 37.35                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 15                      | 15                   | 100.00                | 0.00                      | 13.33                          |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 178                     | 173                  | 97.19                 | 2.81                      | 37.21                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 49                      | 47                   | 95.92                 | 4.08                      | 23.40                          |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 256                     | 250                  | 97.66                 | 2.34                      | 16.00                          |
| <b>Female</b>  | 129                     | 124                  | 96.12                 | 3.88                      | 11.29                          |
| <b>Male</b>  | 126                     | 125                  | 99.21                 | 0.79                      | 20.80                          |
| <b>American Indian or Alaska Native</b>              | 15                      | 15                   | 100.00                | 0.00                      | 6.67                           |
| <b>Asian</b>   | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 35                      | 34                   | 97.14                 | 2.86                      | 8.82                           |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                             | 32                      | 32                   | 100.00                | 0.00                      | 18.75                          |
| <b>White</b>   | 172                     | 167                  | 97.09                 | 2.91                      | 17.96                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 15                      | 15                   | 100.00                | 0.00                      | 0.00                           |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 178                     | 173                  | 97.19                 | 2.81                      | 13.87                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 49                      | 47                   | 95.92                 | 4.08                      | 6.38                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

| Subject                                  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science<br>(grades 5, 8 and high school) | 44.85          | 29.37          | 3.33             | 28.89            | 29.47         | 30.29         |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 148              | 144           | 97.30          | 2.70               | 29.17                   |
| Female  | 78               | 76            | 97.44          | 2.56               | 34.21                   |
| Male  | 70               | 68            | 97.14          | 2.86               | 23.53                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | 0                | 0             | 0              | 0                  | 0                       |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 28               | 26            | 92.86          | 7.14               | 42.31                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 16               | 16            | 100.00         | 0.00               | 25.00                   |
| White   | 96               | 94            | 97.92          | 2.08               | 28.72                   |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | 0                | 0             | 0              | 0                  | 0                       |
| Socioeconomically Disadvantaged               | 96               | 94            | 97.92          | 2.08               | 27.66                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 26               | 26            | 100.00         | 0.00               | 3.85                    |

## 2022-23 Career Technical Education Programs

In the 2018-2019 school year, the school began offering CTE classes in computer technology and health careers. These CTE pathways continued into 2021-22 with technology evolving into music production, and digital media, and with the addition of a culinary pathway. In 2022-2023, the pathways included both music production and digital media, as well as culinary as well as partnering with Humboldt County Office of Education to offer classes in construction technology and horticulture. The school also offers many online options to receive career training. In addition, students are encouraged to concurrently enroll in the local community college where they can take a variety of classes, including many wide-ranging opportunities for career training.

CTE Advisory Committee Representative: Jen Burtram, Director of Secondary Programs

Industries represented:

Hospitality, Tourism, and Recreation

Building and Construction Trades

Agriculture and Natural Resources

Arts, Media, and Entertainment

Public Service (Fire Science)

## 2022-23 Career Technical Education (CTE) Participation

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   | 54                        |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 66.7                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission          | 93.53   |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 11.9    |

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | 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 |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | 100                           | 100   | 100  | 100  | 100                      |
| Grade 7     | 100                           | 100   | 100  | 100  | 100                      |
| Grade 9     | 100                           | 100   | 100  | 100  | 100                      |

## 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.

#### 2023-24 Opportunities for Parental Involvement

Alder Grove Charter School is a personalized learning school based on parent choice, and will continue to promote family participation in a variety of ways. The school encourages family participation in all events, field trips, curriculum choices, parent attendance at weekly or semi-weekly meetings with teachers, and advertising Leadership Team and Governance Council meeting times for family input. 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 LCAP Parent Advisory Committee, Community School Advisory Team, School Leadership Team, and Governance Council where decisions for the school are made and input is gathered from families.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

| Indicator              | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Dropout Rate</b>    | 0              | 0              | 2              | 0                | 0                | 2                | 9.4           | 7.8           | 8.2           |
| <b>Graduation Rate</b> | 100            | 97.8           | 96             | 100              | 97.8             | 96               | 83.6          | 87            | 86.2          |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 50                           | 48                         | 96.0                   |
| <b>Female</b>  | 29                           | 28                         | 96.6                   |
| <b>Male</b>  | 21                           | 20                         | 95.2                   |
| <b>Non-Binary</b>                                    |                              |                            |                        |
| <b>American Indian or Alaska Native</b>              | --                           | --                         | --                     |
| <b>Asian</b>   | 0                            | 0                          | 0.00                   |
| <b>Black or African American</b>                     | --                           | --                         | --                     |
| <b>Filipino</b>                                      | 0                            | 0                          | 0.00                   |
| <b>Hispanic or Latino</b>                            | --                           | --                         | --                     |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                            | 0                          | 0.00                   |
| <b>Two or More Races</b>                             | --                           | --                         | --                     |
| <b>White</b>   | 33                           | 32                         | 97.0                   |
| <b>English Learners</b>                              | --                           | --                         | --                     |
| <b>Foster Youth</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Homeless</b>                                      | --                           | --                         | --                     |
| <b>Socioeconomically Disadvantaged</b>               | 38                           | 37                         | 97.4                   |
| <b>Students Receiving Migrant Education Services</b> | 0.0                          | 0.0                        | 0.0                    |
| <b>Students with Disabilities</b>                    | --                           | --                         | --                     |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 513                   | 499                                     | 4                         | 0.8                      |
| Female  | 255                   | 248                                     | 3                         | 1.2                      |
| Male  | 257                   | 250                                     | 1                         | 0.4                      |
| Non-Binary                                    | 1                     | 1                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 30                    | 30                                      | 1                         | 3.3                      |
| Asian   | 0                     | 0                                       | 0                         | 0.0                      |
| Black or African American                     | 9                     | 9                                       | 0                         | 0.0                      |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 75                    | 73                                      | 1                         | 1.4                      |
| Native Hawaiian or Pacific Islander           | 0                     | 0                                       | 0                         | 0.0                      |
| Two or More Races                             | 63                    | 62                                      | 0                         | 0.0                      |
| White   | 336                   | 325                                     | 2                         | 0.6                      |
| English Learners                              | 5                     | 5                                       | 0                         | 0.0                      |
| Foster Youth                                  | 4                     | 4                                       | 0                         | 0.0                      |
| Homeless                                      | 36                    | 36                                      | 0                         | 0.0                      |
| Socioeconomically Disadvantaged               | 383                   | 371                                     | 4                         | 1.1                      |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 92                    | 90                                      | 4                         | 4.4                      |

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

| Rate        | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00           | 0.00           | 0.00           | 0.00             | 2.31             | 1.98             | 0.20          | 3.17          | 3.60          |
| Expulsions  | 0.00           | 0.00           | 0.00           | 0.00             | 0.00             | 0.00             | 0.00          | 0.07          | 0.08          |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 0                | 0               |
| Female  | 0                | 0               |
| Male  | 0                | 0               |
| Non-Binary                                    |                  |                 |
| American Indian or Alaska Native              | 0                | 0               |
| Asian   | 0                | 0               |
| Black or African American                     | 0                | 0               |
| Filipino                                      | 0                | 0               |
| Hispanic or Latino                            | 0                | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 0                | 0               |
| English Learners                              | 0                | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 0                | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 0                | 0               |

## 2023-24 School Safety Plan

The school has a safety coordinator and a safety team, who work with the director, to create and implement a board approved comprehensive school safety plan yearly and is board approved every February. The safety team meets regularly to review elements of the safety plan and develop/update procedures. Every August at the teacher in-service trainings, the faculty is informed about any changes to the safety plan, and procedures are reviewed for the upcoming school year. On-campus class teachers review the plan with students the first week of school. In 2019, the local police department gave a safety training to staff and the safety team worked to implement their suggestions. During the 2019-2020 school year, the safety team updated the facility to safely utilize the space during a pandemic, including the development of handwashing/sanitizing stations, one way hallways, ordering PPE, and other measures. In 2021-2022, most classes and services returned to campus. For the 2022-2023 school year, all teacher/student meetings, classes, and support services were offered on campus again.

## D. Other SARC Information Information Required in the SARC

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



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 2                  | 16                                   |                                       |                                     |
| 1           | 2                  | 16                                   |                                       |                                     |
| 2           | 2                  | 16                                   |                                       |                                     |
| 3           | 2                  | 23                                   |                                       |                                     |
| 4           | 2                  | 17                                   |                                       |                                     |
| 5           | 2                  | 19                                   |                                       |                                     |
| 6           | 1                  | 21                                   |                                       |                                     |

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 2                  | 15                                   |                                       |                                     |
| 1           | 2                  | 11                                   |                                       |                                     |
| 2           | 2                  | 16                                   |                                       |                                     |
| 3           | 2                  | 16                                   |                                       |                                     |
| 4           | 2                  | 22                                   |                                       |                                     |
| 5           | 3                  | 17                                   |                                       |                                     |
| 6           | 2                  | 18                                   |                                       |                                     |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K           | 3                  | 13                                   | 0                                     | 0                                   |
| 1           | 3                  | 13                                   | 0                                     | 0                                   |
| 2           | 1                  | 14                                   | 0                                     | 0                                   |
| 3           | 2                  | 14                                   | 0                                     | 0                                   |
| 4           | 2                  | 14                                   | 0                                     | 0                                   |
| 5           | 2                  | 20                                   | 0                                     | 0                                   |
| 6           | 3                  | 15                                   | 0                                     | 0                                   |
| Other       | 0                  | 0                                    | 0                                     | 0                                   |

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 132                | 10                                   |                                       | 9                                   |
| Mathematics           | 54                 | 11                                   | 2                                     | 9                                   |
| Science               | 82                 | 7                                    |                                       | 7                                   |
| Social Science        | 141                | 8                                    |                                       | 8                                   |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 112                                  |                                       |                                     |
| Mathematics           | 1                  | 89                                   |                                       |                                     |
| Science               | 2                  | 66                                   |                                       |                                     |
| Social Science        | 2                  | 84                                   |                                       |                                     |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 2                  | 88                                   | 0                                     | 0                                   |
| Mathematics           | 1                  | 74                                   | 0                                     | 0                                   |
| Science               | 2                  | 52                                   | 0                                     | 0                                   |
| Social Science        | 2                  | 74                                   | 0                                     | 0                                   |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title                               | Ratio |
|-------------------------------------|-------|
| <b>Pupils to Academic Counselor</b> | 0     |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title  | Number of FTE Assigned to School |
|--|----------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> |                                  |
| <b>Library Media Teacher (Librarian)</b>                             |                                  |
| <b>Library Media Services Staff (Paraprofessional)</b>               |                                  |
| <b>Psychologist</b>  | 1.7                              |
| <b>Social Worker</b>   |                                  |
| <b>Nurse</b>   |                                  |
| <b>Speech/Language/Hearing Specialist</b>                            | 0.5                              |
| <b>Resource Specialist (non-teaching)</b>                            |                                  |
| <b>Other</b>   | 2.5                              |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$11,874.30                  | \$2,506.68                          | \$9,367.62                            | \$66,434               |
| <b>District</b>                                      | N/A                          | N/A                                 | \$20,148                              | \$61,703               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | -73.0                                 | 7.4                    |
| <b>State</b>   | N/A                          | N/A                                 | \$17,021                              | \$75,753               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -58.0                                 | -13.1                  |

## Fiscal Year 2022-23 Types of Services Funded

The school offers a mandatory Academic Support Program to those students who are working below grade level. Students receive an extra hour of tutoring, either face to face or online, in math, reading, and/or writing if they are identified as needing Academic Support services. High school students can also access tutoring in any a-g level course as needed for success. A daily elementary math skills class meets to enforce foundation skills. Small reading and writing groups are also offered to students below grade level, with spaces available for those not below grade level who voluntarily sign up for this service. Drop in and virtual math lab is held every day and is an opportunity to get math support for students of all grade levels. A writing lab is open twice a week for accessing help for writing across the curriculum. Alder Grove also utilizes North Coast Cal-SOAP tutors to instruct students in study skills and other executive function skills, as well as assisting with post-secondary planning.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$44,040        | \$48,481                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$59,304        | \$73,129                                     |
| <b>Highest Teacher Salary</b>                        | \$80,628        | \$99,406                                     |
| <b>Average Principal Salary (Elementary)</b>         | \$100,943       | \$117,381                                    |
| <b>Average Principal Salary (Middle)</b>             | \$93,974        | \$128,158                                    |
| <b>Average Principal Salary (High)</b>               | \$0             |  |
| <b>Superintendent Salary</b>                         | \$148,839       | \$138,991                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 24.53%          | 29.34%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.07%           | 5.99%  |

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|  |   |
|--|---|
| <b>Percent of Students in AP Courses</b> | 2 |
|--|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science   | 0                            |
| English  | 1                            |
| Fine and Performing Arts   | 0                            |
| Foreign Language   | 1                            |
| Mathematics  | 0                            |
| Science  | 0                            |
| Social Science   | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 2                            |

## Professional Development

Staff attends two required in-service days in August, and monthly staff meetings that feature current best practices and trainings. Staff have the opportunity to attend local and statewide conferences and workshops. Teachers are encouraged to seek personalized professional development opportunities and offer small group sharing of knowledge and training materials to other teachers. New teachers are supported through the NCTIP program as well as support from Advisory Teachers onsite. Alder Grove has an overall culture of personalized professional development, and promotes a spirit of collaboration and teamwork.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 2+      | 2+      | 2+      |