

Alder Grove Charter School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, 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 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 2017-18)

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	Tim Warner
E-mail Address	tim.warner@aldergrovecharter.org
Web Site	www.aldergrovecharter.org/
CDS Code	12 63032 0111203

District Contact Information	
District Name	Alder Grove Charter School
Phone Number	(707) 268-0854
Superintendent	Tim Warner
E-mail Address	tim.warner@aldergrovecharter.org
Web Site	www.aldergrovecharter.org/

School Description and Mission Statement (School Year 2017-18)

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 2016-17)

Grade Level	Number of Students
Kindergarten	25
Grade 1	28
Grade 2	22
Grade 3	37
Grade 4	23
Grade 5	32
Grade 6	37
Grade 7	31
Grade 8	30
Grade 9	33
Grade 10	38
Grade 11	50
Grade 12	46
Total Enrollment	432

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	2.8
Asian	0.2
Filipino	0
Hispanic or Latino	11.8
Native Hawaiian or Pacific Islander	0
White	71.3
Two or More Races	13.4
Socioeconomically Disadvantaged	65
English Learners	0.7
Students with Disabilities	11.6
Foster Youth	1.2

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	30	34	34
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	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 12/2017

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

Subject	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
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)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: Fall 2017				
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			The property management company has been informed about minor roof leaks in back offices.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Fall 2017				
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] 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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	40	41	40	44	48	48
Mathematics (grades 3-8 and 11)	23	29	30	29	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	262	247	94.27	41.46
Male	122	113	92.62	38.05
Female	140	134	95.71	44.36
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	32	31	96.88	32.26
White	179	169	94.41	45.83
Two or More Races	43	40	93.02	35
Socioeconomically Disadvantaged	167	157	94.01	38.46
English Learners	--	--	--	--
Students with Disabilities	35	34	97.14	6.06
Foster Youth	--	--	--	--

Note: 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	262	246	93.89	28.57
Male	122	113	92.62	37.17
Female	140	133	95	21.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	32	31	96.88	19.35
White	179	169	94.41	32.14
Two or More Races	43	40	93.02	22.5
Socioeconomically Disadvantaged	167	157	94.01	23.08
English Learners	--	--	--	--
Students with Disabilities	35	33	94.29	3.13
Foster Youth	--	--	--	--

Note: 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.

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	45	60	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

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, including career training.

Career Technical Education Participation (School Year 2016-17)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	12.06
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	17.65

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.6	22.2	13.9
7	21.9	21.9	21.9
9	25	32.1	10.7

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 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 2017-18)

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. Two 6-week classes are offered for parents of TK-2nd grade students who new to homeschooling, helping them organize and maintain a creative and academic learning environment.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.6	7.3	7.7				11.5	10.7	9.7
Graduation Rate	67.31	80.49	86.54				80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	100	100	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	100	100	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	85.71	85.71	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	100	100	90.99
Two or More Races	83.33	83.33	90.59
Socioeconomically Disadvantaged	100	100	85.45
English Learners	0	0	55.44
Students with Disabilities	100	100	63.9
Foster Youth	0	0	68.19

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.0	4.9	0.0	4.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 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.

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 2017-18)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								1	1			
4				1	1							

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7	15		10	16	2		12	15	3		
Mathematics	4	22		8	16	1	1	8	17	1		
Science	4	16		7	17			7	17	1		
Social Science	8	14		12	10	1	1	14	9	4	2	

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.8	40
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.8	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,334.62	\$719.28	\$6,615.34	\$46,913
District	N/A	N/A	\$4,985	\$54,981
Percent Difference: School Site and District	N/A	N/A	32.7	-14.7
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	0.6	-24.3

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

Types of Services Funded (Fiscal Year 2016-17)

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 an 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,292	\$42,598
Mid-Range Teacher Salary	\$54,216	\$62,232
Highest Teacher Salary	\$66,975	\$80,964
Average Principal Salary (Elementary)	\$75,116	\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$93,765	\$117,868
Percent of Budget for Teacher Salaries	30%	32%
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/>.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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. 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 BTSA program as well as support from Advisory Teachers onsite.