

Alder Grove Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

2025-26 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, Superintendent/Executive Director
Email Address	tim.warner@aldergrovecharter.org
School Website	www.aldergrovecharter.org
Grade Span	K-12
County-District-School (CDS) Code	12 63032 0111203

2025-26 District Contact Information

District Name	Alder Grove Charter School
Phone Number	707-441-2414
Superintendent	Teri Waterhouse
Email Address	twaterhouse@southbayusd.org
District Website	https://www.southbayusd.org/

2025-26 School Description and Mission Statement

Alder Grove Charter School is a personalized, flex-based learning public charter school that provides support for families who choose to educate their children in the home environment and for 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. Our commitment is to deliver personalized learning through strong family, educator, and community partnerships that empower students to achieve academic excellence and foster active citizenship. We believe individual differences and the uniqueness of each child are to be supported and celebrated.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	54
Grade 1	23
Grade 2	36
Grade 3	36
Grade 4	26
Grade 5	35
Grade 6	32
Grade 7	38
Grade 8	52
Grade 9	30
Grade 10	41
Grade 11	40
Grade 12	38
Total Enrollment	481

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.3
Male	49.7
American Indian or Alaska Native	3.1
Asian	0.2
Black or African American	0.4
Hispanic or Latino	17.5
Two or More Races	14.1
White	64.7
English Learners	0.8
Homeless	6
Socioeconomically Disadvantaged	65.3
Students with Disabilities	16.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.4	31.22	25.7	58.4	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.5	1.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	16.3	68.15	16.9	38.31	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.58	0.8	2.02	15831.9	5.67
Total Teaching Positions	23.9	100	44.1	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.5	39.46	29.4	62.19	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	2.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	16.1	60.1	16.7	35.45	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.45	0.1	0.25	14303.8	5.15
Total Teaching Positions	26.8	100	47.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.9	35.03	31.9	64.48	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	9	3.3	6.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	13.5	53.19	13.5	27.43	12112.8	4.34
Unknown/Incomplete/NA	0.6	2.7	0.6	1.39	13705.8	4.91
Total Teaching Positions	25.5	100	49.5	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	2.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	16.30	16.1	13.5
Total Out-of-Field Teachers	16.30	16.1	13.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	16.9

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students use a variety of pre-approved 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

1/2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A	0.0
Mathematics	N/A	0.0
Science	N/A	0.0
History-Social Science	N/A	0.0
Foreign Language	N/A	0.0
Health	N/A	0.0
Visual and Performing Arts	N/A	0.0
Science Laboratory Equipment (grades 9-12)	N/A	0.0

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

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

1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 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.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	42	37	40	47	48
Mathematics (grades 3-8 and 11)	24	19	25	23	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	267	98.16	1.84	41.95
Female	133	129	96.99	3.01	46.51
Male	139	138	99.28	0.72	37.68
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100.00	0.00	43.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	36	97.30	2.70	47.22

White	174	170	97.70	2.30	41.18
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	25.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	175	98.31	1.69	44.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	27.50

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	267	98.16	1.84	19.10
Female	133	129	96.99	3.01	15.50
Male	139	138	99.28	0.72	22.46
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100.00	0.00	19.61
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	37	36	97.30	2.70	27.78
White	174	170	97.70	2.30	17.65
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	25.00
Military	0	0	0	0	0

Socioeconomically Disadvantaged	178	175	98.31	1.69	17.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	12.50

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

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	38.74	34.75	26	29.79	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	146	95.42	4.58	34.93
Female	74	69	93.24	6.76	28.99
Male	79	77	97.47	2.53	40.26
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	21	95.45	4.55	23.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	18	94.74	5.26	55.56
White	105	100	95.24	4.76	33.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	15.38
Military	0	0	0	0	0
Socioeconomically Disadvantaged	97	93	95.88	4.12	31.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	21.88

2024-25 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, medical careers, 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

Health Science and Medical Technology

Public Service (Fire Science)

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	72
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	5.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.32
Graduates Who Completed All Courses Required for UC/CSU Admission	29.55

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	98	98	98	98	98
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.

2025-26 Opportunities for Parental Involvement

Alder Grove Charter School continues to promote family participation in a variety of ways, including participation in all events, field trips, curriculum choices, parent/guardian 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, Community Engagement Initiative 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2	8.9	2.7	2	8.9	2.7	8.2	8.9	8
Graduation Rate	96	91.1	89.2	96	91.1	89.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	37	33	89.2
Female	21	18	85.7
Male	16	15	93.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	25	23	92.0
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	30	26	86.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	533	3	0.6
Female	280	273	0	0.0
Male	272	260	3	1.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	18	0	0.0
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	96	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	87	82	1	1.2
White	347	334	2	0.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	36	35	0	0.0
Socioeconomically Disadvantaged	376	362	3	0.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	94	1	1.1

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

C. Engagement

State Priority: 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.98	2.85	0.95	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

The school has a safety coordinator, who works with the admin team, to create and implement a comprehensive school safety plan yearly that 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 safety procedures 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. In 2025 the Eureka Police Department conducted a walk through to prepare for a future training and updates. Regular disaster and fire drills are scheduled and implemented each semester.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10	0	0
1	3	12	0	0
2	3	13	0	0
3	2	13	0	0
4	2	15	0	0
5	2	14	0	0
6	2	16	0	0
Other	3	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14		
1	2	12		
2	2	16		
3	3	14		
4	2	16		
5	2	19		
6	2	16		

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	86		
Mathematics	1	82		
Science	2	67		
Social Science	2	74		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	101		
Mathematics	1	82		
Science	2	45		
Social Science	2	83		

2024-25 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
Pupils to Academic Counselor	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.75
Resource Specialist (non-teaching)	3.4
Other	5.1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	\$11,874.30	\$2,506.68	\$9,367.62	\$66,434
District	N/A	N/A	\$20,148	\$73,767
Percent Difference - School Site and District	N/A	N/A	-73.0	-10.5
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-17.3	-24.9

Fiscal Year 2024-25 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. Elementary math skills classes meet 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 and writing learning lab support scheduled every day and is an opportunity to get math/writing 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 Secondary Support Specialists to instruct students in study skills and other executive function skills, as well as assisting with post-secondary planning.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,000	\$55,248
Mid-Range Teacher Salary	\$66,947	\$80,746
Highest Teacher Salary	\$93,991	\$109,655
Average Principal Salary (Elementary)	\$110,916	\$133,828
Average Principal Salary (Middle)	\$110,906	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$145,363	\$155,954
Percent of Budget for Teacher Salaries	22.15%	25.26%
Percent of Budget for Administrative Salaries	6.53%	6.12%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.7
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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	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	7

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.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2+	2+	2+