

School Accountability Report Card Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.*

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Coastal Grove Charter School	District Name	Arcata Elementary
Street	1897 S Street	Phone Number	(707) 822-0351

City, State, Zip	Arcata, CA, 95518	Web Site	www.humboldt.k12.ca.us/arcata_sd/
Phone Number	(707) 825-8804	Superintendent	Pamela Jones
Principal	Bettina Eipper, Director	E-mail Address	pjones@humboldt.k12.ca.us
E-mail Address	coastalgrove@coastalgrove.org	CDS Code	12626796120562

School Description and Mission Statement (School Year 2010–11)

Coastal Grove offers curriculum inspired by Waldorf Education, balancing artistic academic and practical work, educating the whole child... head, heart, and hands. The program is teacher directed and child centered, meeting children at their appropriate stage of development. Arts are integrated into the entire academic curriculum. With the exception of Kindergarten, most teachers remain with their classes for two to three years. Foreign language instruction begins in kindergarten. Sciences are taught experientially. Humanities covers the full sweep of cultural heritage. Reading is taught through writing.

Opportunities for Parental Involvement (School Year 2010–11)

Parent participation and support is expected and essential to our school community. Parents may participate by joining the Parent Organization as an officer, classroom representative, or general member, or by joining the Charter Council. They may work on or create committees. There are also volunteer opportunities in the kitchen, classrooms, garden, on fieldtrips and all fundraising events.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	30	Grade 8	28
Grade 1	25	Ungraded Elementary	0
Grade 2	24	Grade 9	0
Grade 3	21	Grade 10	0
Grade 4	28	Grade 11	0
Grade 5	17	Grade 12	0
Grade 6	25	Ungraded Secondary	0
Grade 7	24	Total Enrollment	222

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0.5%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	8.1%

Native Hawaiian or Pacific Islander	0.0%
White	81.5%
Two or More Races	9.5%
Socioeconomically Disadvantaged	56.8%
English Learners	0.0%
Students with Disabilities	6.8%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	0	0		1	0	0	24.0	0	1	0
1	18.5	1	1	0		1	0	0	18.0	1	0	0
2	0	0	0	0		1	0	0	21.0	1	0	0
3	19		0	0		0	1	0	19.0	1	0	0
4	22	0	1	0		0	1	0	25.0	0	1	0
5	25	0	1	0		0	1	0	15.0	1	0	0
6	26	0	1	0		0	1	0	25.0	0	1	0
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0								
Mathematics	22.3	2	2	0		1	3					
Science	0.0	0	0	0								
Social Science	0.0	0	0	0								

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

The District Safety Committee has worked diligently to set the direction for the entire district. A district-wide safety plan exists for all disaster situations. Coastal Grove Charter School shares the Bloomfield campus with Fuente Nueva Charter School. The two schools work in tandem on safety issues including safety planning and drills. Staff members have an annual meeting to review the overall safety plan and their individual roles and duties in the plan.

The Bloomfield School site has had a very low incidence of crime of any kind during school or after hours when the campus is open to the public. There have been no incidents of crime against students or staff and only a few incidences of vandalism. The school campus is secure during school hours and visitors must sign in and out at the office and wear a visitor badge. To ensure a safe learning environment, the staff consistently enforces the education code and classroom rules.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0		3.7	5.4	
Expulsions	0	0		0	0	

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Coastal Grove Charter School shares the former Bloomfield school campus with Fuente Nueva Charter School. The campus is bordered by residential streets on two sides and flanked by farm fields on the other two sides. It has a green lawn and green playing fields as well as two blacktop play areas with basketball courts and playground equipment.

The building facilities include 15 classrooms, 10 of which are leased to Coastal Grove. Coastal Grove also leases the Multipurpose room which is utilized for our breakfast/snack and lunch programs as well as physical education classes, workroom space, counseling, speech and nursing services. In addition, the multipurpose room is used for school assemblies and performances, Parent Organization meetings, and other community events.

Coastal Grove leases the main front office of the campus as well as an additional office used for resource services. The campus also includes a greenhouse, raised garden beds and storage sheds. Both the grounds and the facility are maintained by the Arcata School District.

School Facility Good Repair Status (School Year 2011–12)

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

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	14	14	14	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	
Counselor (Social/Behavioral or Career Development)	.2	
Library Media Teacher (librarian)	--	
Library Media Services Staff (paraprofessional)	--	
Psychologist	.023	
Social Worker	0	
Nurse	.012	
Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	.8	
Other	--	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students 'acking own assigne-' copy
Reading/Language Arts	100%		0
Mathematics	100%		0
Science	100%		0
History-Social Science	100%		0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,826	\$1,686	\$5,140	\$38,600
District				\$57,582
Percent Difference – School Site and District				50%
State			\$5,455	\$57,071
Percent Difference – School Site and State				48%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

The Arcata School District is a small elementary school district. There are a variety of services funded in the district. These services include two elementary schools and one middle school, two charter schools; Maintenance, Operations, and Transportation; Before and After School Program; School libraries; Special Education; Student Support; District Office (Business, Personnel and Payroll); and Food Services. All of these services are coordinated by a management team composed of the superintendent, principals and classified managers and support the educational programs in the district.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,839	\$38,744
Mid-Range Teacher Salary	\$56,258	\$55,509
Highest Teacher Salary	\$63,683	\$70,567
Average Principal Salary (Elementary)	\$77,596	\$92,338
Average Principal Salary (Middle)	\$81,922	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$98,179	\$109,381
Percent of Budget for Teacher Salaries	36.00%	37.00%
Percent of Budget for Administrative Salaries	5.00%	7.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	49%	56%	61%	61%	58%	63%	49%	52%	54%
Mathematics	40%	42%	49%	59%	60%	64%	46%	48%	50%
Science	56%	66%	49%	68%	65%	68%	50%	54%	57%
History-Social Science	50%	82%	50%	70%	73%	65%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	63%	64%	68%	65%

All Students at the School	61%	49%	49%	50%
Male	53%	55%	57%	0%
Female	66%	45%	45%	50%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	54%	62%	0%	0%
Native Hawaiian or Pacific Islander				
White	62%	51%	49%	60%
Two or More Races	62%	31%	0%	0%
Socioeconomically Disadvantaged	64%	49%	38%	53%
English Learners				
Students with Disabilities	29%	15%	0%	0%
Students Receiving Migrant Education Services				

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.70%	27.80%	33.30%
7	21.70%	30.40%	47.80%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For

detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	4	4
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	10	24	31
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	5	19	33
Two or More Races	N/D		
Socioeconomically Disadvantaged	17	22	27
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	150	808	477	845	4,683,676	778
Black or African American	0		19	829	317,856	696
American Indian or Alaska Native	2		30	773	33,774	733
Asian	1		11	935	398,869	898
Filipino	0		2		123,245	859
Hispanic or Latino	13	839	49	792	2,406,749	729
Native Hawaiian or Pacific Islander	0		1		26,953	764
White	118	811	342	860	1,258,831	845
Two or More Races	16	784	21	803	76,766	836
Socioeconomically Disadvantaged	94	803	242	795	2,731,843	726
English Learners	0		13	651	1,521,844	707
Students with Disabilities	15	591	87	682	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	Yes

Met Percent Proficient - Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2006-2007	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		20.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

This section is not applicable to Coastal Grove Charter School.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The number of school days dedicated to staff development varies depending on teacher need. Weekly there is a minimum day so teachers can meet and they have time allotted for curriculum development.