

Piner-Olivet Charter School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Piner-Olivet Charter School
Street	2707 Francisco Ave
City, State, Zip	Santa Rosa, CA 95403
Phone Number	(707) 522-3310
Principal	Kirsten Sanft
Email Address	ksanft@pousd.org
Website	http://www.pocs.pousd.org/
County-District-School (CDS) Code	49-70870-6113492

Entity	Contact Information
District Name	Piner-Olivet Charter School
Phone Number	(707) 522-3000
Superintendent	Carmen Diaz-French
Email Address	cdiaz-french@pousd.org
Website	www.pousd.org

School Description and Mission Statement (School Year 2019-20)

Piner-Olivet Charter School is a small, nurturing middle school with a strong academic focus for 7th and 8th graders with a total of 204 students. Students are divided into four teams with each team having two core subject teachers; one for English and social studies and one for math and science. Curriculum is based on California State Standards. Students also take physical education and enrichment classes, which may include; maker, muliti-media, student leadership, health, PE, gardening, robotics, and a variety of art courses. Staff includes 8 full time teachers, one part-time teacher, 1 Physical Education Specialist, 6 Program Assistants, Office Manager, and Principal. Our Resource Specialist is shared with Jack London School. All teachers are fully credentialed.

Special services include Resource Specialist, speech, nurse, and counseling via a licensed Marriage and Family Therapist. Extended School Year classes are offered as needed and during the summer. Additional support is provided to students in the regular classroom by Program Assistants and in support classes during the enrichment schedule in English Language Development, Academic Support classes, and after school support sessions.

Piner-Olivet Charter School is housed on the same campus as Jack London Elementary School in 9 classrooms, 8 of which are clustered together. The Piner-Olivet Charter School shares the gym, food services, office, RSP classroom, Project Room, other small classrooms, and playground and field area with the Jack London School.

Mission Statement

Piner-Olivet Charter School provides middle school students with an academically challenging education in a small, safe, and caring environment where students gain confidence, self-esteem, and an understanding of their place in the world.

Our overall goal is to well prepare our students academically for high school so that students can be successful at their highest level possible for them personally. Additionally, we emphasize a strong social-emotional learning component for our students, with the goal of helping them grow into caring, empathetic individuals.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	104
Grade 8	97
Total Enrollment	201

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.5
Asian	12.4
Filipino	1
Hispanic or Latino	44.8
Native Hawaiian or Pacific Islander	0.5
White	32.3
Two or More Races	6
Socioeconomically Disadvantaged	47.8
English Learners	29.4
Students with Disabilities	4.5
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	9	9	64
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2020

Core Curriculum aligned instructional materials were selected from those available and the state adopted materials which best matched the needs of our students. Supplemental curriculum for English Language Learners, students needing extra support and students needing challenge materials were also selected. All students have a copy of each textbook to take home and there are class sets in each classroom at a one-to-one ratio.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2003, Holt 2009 and selected novels and supplementary materials that are standards aligned.	Yes	0
Mathematics	Carnegie Learning, CA adopted and Common Core standards aligned, copyright July 2017 Adopted in Aug. 2014.	Yes	0
Science	Glencoe 2006, CA adopted and standards aligned. Adopted in 2007. Foss 2019, adopted Fall 2019.	Yes	0
History-Social Science	TCI (Teachers' Curriculum Institute) 2005, CA adopted and standards aligned. Adopted in 2005.	Yes	0
Health	Teen Health, CA adopted and standards aligned.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Piner-Olivet Charter School is housed on the same campus as Jack London Elementary School which was built in 2002-2003. POCS has a total of nine classrooms. Five of the Charter classrooms are modular classrooms that are 14 years old and were moved to this site when the Jack London school opened. There are two four-year-old modular classrooms and a set of student bathrooms that opened during the 2008-09 school year. There are seven full classrooms clustered in their own area and two classrooms about 30 feet away. Piner-Olivet Charter School and Jack London Elementary share the gym, food services, office, playground, and field area. The facility is safe and clean with regularly scheduled cleaning and maintenance as well as quick response to general repair needs. The facility is adequate for the needs of the school.

The playground was relined and marked during Spring 2010. Solar arrays were installed on the campus during the summer of 2011 to help offset energy costs. The parking lot was lined in the fall of 2012.

The school is inspected for safety and repairs each summer. It was last inspected in July 2018.

The school is in the process of a facilities assessment and will be completed early 2020.

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

Year and month of the most recent FIT report: February 11, 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The District will be replacing older HVAC units during the summer of 2017 as part of the energy efficiency act.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	The District replaced and upgraded all lighting to energy-efficient LED lighting during 2016-17 via the California Clean Energy Act.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	56	38	44	50	50
Mathematics (grades 3-8 and 11)	28	37	22	27	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	203	203	100.00	0.00	56.16
Male	100	100	100.00	0.00	56.00
Female	103	103	100.00	0.00	56.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	72.00
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	47.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	65	65	100.00	0.00	63.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	101	101	100.00	0.00	48.51
English Learners	79	79	100.00	0.00	50.63
Students with Disabilities	12	12	100.00	0.00	33.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	203	203	100.00	0.00	37.44
Male	100	100	100.00	0.00	45.00
Female	103	103	100.00	0.00	30.10
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	60.00
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	26.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	65	65	100.00	0.00	50.77
Two or More Races	12	12	100.00	0.00	16.67
Socioeconomically Disadvantaged	101	101	100.00	0.00	31.68
English Learners	79	79	100.00	0.00	32.91
Students with Disabilities	12	12	100.00	0.00	8.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.6	28.4	37.3

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Family involvement is an integral part of the Piner-Olivet Charter School Charter School. Our goal is that each family participates in a minimum of thirty hours of parent participation and service. Parents volunteer in a variety of ways during the school day and after hours: providing support in classrooms and other areas of the school; assisting with field trips and chaperoning; fundraising; coaching; and joining campus work days and projects. There are also opportunities to participate in our Parent Club and serve on the Executive Committee and various committees that support and connect with these organizations.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	14.3	6.0	2.9	3.8	3.1	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Piner-Olivet Charter School has a Comprehensive School Safety Plan in place in coordination with Jack London School that we review and update annually. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any routine or disaster emergency situation. It also includes a communication plan with the district office and other district schools. The school has an intercom which allows the office to contact individual classrooms or the entire school in case of an emergency. In addition to providing for students physical safety, the staff uses BEST Practices, Class Meetings, and other community building activities that help the school develop a climate that encourages students to interact positively with peers and adults on campus. The plan is reviewed with staff bi-annually and was last updated in January 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	1	8		23	1	8		25		9	
Mathematics	25		8		25		8		25		8	
Science	25		9		25	1	8		25		8	
Social Science	25	1	8		25	1	8		25		8	

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,451	\$2,827	\$7,624	\$81,036
District	N/A	N/A	\$8,773	\$73,375.00
Percent Difference - School Site and District	N/A	N/A	-14.0	9.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	1.6	4.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Special services include Resource Specialist, Speech and Language, and counseling. English Language Development classes are offered during advisory and/or enrichment periods. Additional academic support classes offered during enrichment periods include English Language Arts and Math. After school homework support is offered three days a week. The support staff includes a part time nurse, a full time morning custodian shared between two schools, a shared full time afternoon custodian and a shared part time evening custodian.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,233	\$49,378
Mid-Range Teacher Salary	\$70,091	\$77,190
Highest Teacher Salary	\$98,825	\$96,607
Average Principal Salary (Elementary)	\$107,219	\$122,074
Average Principal Salary (Middle)	\$103,623	\$126,560
Average Principal Salary (High)	\$72,076	\$126,920
Superintendent Salary	\$164,504	\$189,346
Percent of Budget for Teacher Salaries	30%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

The district provides after-school training based on identified goals for district staff which include:

- CCSS - Common Core State Standards implementation
- CCSS Instructional Strategies
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- Teachers participate in regular district and grade level meetings
- Teachers collaborate on a weekly basis
- Restorative Practices
- Social Emotional Learning
- New teachers participate in a teacher induction program provided by Sonoma County Office of Education
- ELA teachers participate in Momentum Writing Training and lesson study
- Math teachers participate in math curriculum development including lesson study

Piner-Olivet Charter School teachers regularly participate in 5 days per year of Professional Development based on school goals and individual needs. Student assessment data is analyzed to determine student needs and any Professional Development that may be needed. Currently teachers are focusing on instructional strategies around writing in language arts and math, Project-based Learning, Best Practices, lesson individual subject area needs. Teachers participate in additional subject area workshops and conferences or other opportunities related to school priorities. Additionally, Piner-Olivet Charter School teachers meet weekly during early release Wednesdays for staff and team collaboration, Professional Learning Communities, and Professional Development.