

Miwok Valley Elementary 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	Miwok Valley Elementary Charter School
Street	1010 St Francis Dr.
City, State, Zip	Petaluma, CA, 94954
Phone Number	707-765-4304
Principal	Mary Reynolds
Email Address	mreynolds@oldadobe.org
Website	mv.oldadobe.org
County-District-School (CDS) Code	062832004385

Entity	Contact Information
District Name	Old Adobe Union School District
Phone Number	707-765-4321
Superintendent	Craig Conte
Email Address	cconte@oldadobe.org
Website	https://oldadobe.org/

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

Our school mission and highest priority is the quality education of our students so that they may be better equipped to achieve their life's goals and desires. At Miwok Valley Elementary Charter School we nurture our students, help build life-long friendships, and empower them to be independent and responsible thinkers, giving them skills to become global citizens that can impact the world around them in a positive manner.

Our mission states, "When students and teachers are engaged in work that is challenging, adventurous and meaningful, learning and achievement flourish. Our mission is to create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world."

At Miwok Valley, students are kind, safe, respectful and responsible. Our school motto is: "Miwok - Making A Difference!"

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

Grade Level	Number of Students
Kindergarten	57
Grade 1	48
Grade 2	43
Grade 3	33
Grade 4	51
Grade 5	52
Grade 6	50
Total Enrollment	334

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.6
Asian	1.2
Filipino	0.3
Hispanic or Latino	71.6
White	18.9
Two or More Races	3.3
Socioeconomically Disadvantaged	79.6
English Learners	45.5
Students with Disabilities	17.7
Foster Youth	0.6
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	21	22	20	0
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	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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Treasures Language Arts textbooks are used in grade K-6. Date of publication: 2010. Last adoption date: 2012. All students have access to a text. In addition, students have access to leveled readers, computerized reading assessments and programs, and additional supplemental materials.	Yes	0
Mathematics	Math Learning Center Bridges grades TK-5th. Adopted 2015 (publication date: 2015). Every student have access to a textbook. Math Learning Center College Prep Math grade 6. Adopted 2015 (publication date: 2012). Every student have access to a textbook.	Yes	0
Science	Delta Education. FOSS Next Generation K-8. Adopted 2015. Every student has access to a textbook.	Yes	0
History-Social Science	MacMillan-McGraw-Hill Social Studies. Adopted 2007 (publication date 2007) Every student has access to a textbook.	Yes	0
Health	Health curriculum is embedded in the Science curriculum.	Yes	

S

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 11/8/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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)	37	39	50	52	50	50
Mathematics (grades 3-8 and 11)	33	30	45	46	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	190	184	96.84	3.16	39.13
Male	110	105	95.45	4.55	33.33
Female	80	79	98.75	1.25	46.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	139	137	98.56	1.44	37.96
Native Hawaiian or Pacific Islander					
White	29	28	96.55	3.45	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	158	156	98.73	1.27	35.90
English Learners	125	121	96.80	3.20	36.36
Students with Disabilities	44	41	93.18	6.82	2.44
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	190	184	96.84	3.16	30.43
Male	110	105	95.45	4.55	35.24
Female	80	79	98.75	1.25	24.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	139	137	98.56	1.44	27.74
Native Hawaiian or Pacific Islander					
White	29	28	96.55	3.45	35.71
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	158	156	98.73	1.27	26.28
English Learners	125	121	96.80	3.20	24.79
Students with Disabilities	44	41	93.18	6.82	4.88
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
5	15.1	24.5	18.9

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)

The Miwok Valley Elementary PTO's mission is to support our students in the areas of physical activity, creativity, and building a sense of community spirit. We achieve these goals through support of the following programs: PE for all students, Visual Thinking Strategies for all grade levels, educational assemblies for the entire school, reading incentives for every child, and Family Fun Nights that encourage families to come together every month to enjoy a structured social outing.

The Miwok Valley PTO has funded teacher-led projects at the school that include a Garden Renovation, professional lighting and sound for stage performances, theater and science field trips to ACT of San Francisco and the California Academy of Sciences, and mini-grants for Leveled Reading libraries. The Miwok Valley PTO can be contacted at miwokvalleypto@gmail.com. The PTO also supports the following fundraising activities connected to these larger goals:

Educational grant money (Box Tops for Education)

Miwok Lap-a-Thon - Spring Fundraiser

Parking Lot Sale- Spring Fundraiser

Dine & Donate Nights

Food and Ice cream sales

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	4.5	4.3	1.7	2.1	1.7	1.3	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)

The Miwok Valley Elementary Charter School Safety Plan is written and developed by a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teachers, parents, classified employees, and any appropriate district personnel.

The following types of information are reviewed:

- Local law enforcement crime data
- Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
- Behavior Referrals
- Attendance rates/School Attendance Review Board data
- Student and Parent LCAP Perception Survey data
- School Improvement Plan
- Sonoma County Office of Ed/ RESIG Emergency Planning guidelines

The Comprehensive School Safety Plan includes all of the following:

- Child Abuse Reporting procedures
- Policies and procedures which lead to suspension and/or expulsion.
- Procedures to notify teachers of dangerous pupils.
- Policy prohibiting discrimination, harassment, intimidation, and bullying.
- Provisions of any school site dress code, including prohibition of “gang-related” apparel.
- Procedures that create a safe and orderly environment conducive to learning at the school.
- Access to the school campus (visitors).
- Hate crime reporting procedures and policies.

An Emergency/ Disaster procedures plan includes the following:

- A school building disaster plan
- Dates/times of procedure drills held monthly
- Protective measures to be taken before, during, and after an earthquake
- A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system

The School Safety Plan is evaluated at least once a year, and revised by March 1st every 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	3	2		14	3	2		14	4		
1	13	3			15	2	1		12	2	2	
2	17	1	2		13	3			14	3		
3	17	1	2		18	1	2		11	3		
4	15	2	1		19	1	2		17	1	2	
5	20	1	2		17	1	2		17	1	2	
6	17	1	2		20	1	2		17	1	2	
Other**												

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.81250
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

*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	11025.51	883.03	10142.47	69483.04
District	N/A	N/A	1021.32	69,701.40
Percent Difference - School Site and District	N/A	N/A	163.4	-0.3
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	29.9	6.8

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)

The Miwok RtI program (Response to Intervention) prioritizes reading intervention for those students who are identified as reading more than one grade level below their current grade. The priority of the program is to provide intensive support in reading in a small group setting, then exit students from RTI within 9-18 weeks. RtI teachers and Instructional Assistants should work with no more than five students in a group; students are identified by formative assessments and benchmark assessments, as well as classroom teacher input. Instruction should be push-in interventions when possible, should focus on reading comprehension and fluency, and should have the goal of adapting the core curriculum to students' needs. RtI Teachers will implement alternate curriculum when necessary for student growth. Within the RtI program there are additional reading and Academic English supports for English Language Learners who are at the ELPAC 1-2 level or are newcomers.

The Miwok RSP (Resource for Special Education) program supports students with identified disabilities, as documented in their IEPs. In addition, the RSP program supports other students that the RtI team and classroom teachers have identified as needing significant intervention beyond what is available in the mainstream classroom, on a case by case basis. The philosophy of the RSP program is guided by "least restrictive environment" considerations and makes every attempt to serve students in their homeroom classroom. The RSP program provides scaffolds to ensure students access core content at grade level and engages in a "push in" or "pull out" model with students appropriate to their individual needs. The goal of the RSP program is to provide a specific amount of weekly minutes of instruction for each student as defined in their individualized educational program, then provide consistent monitoring of the student's progress with the eventual goal of bringing the student's performance back to grade level and exiting them from the special education program.

Additional student support services and programs at Miwok Valley include Counseling, Physical Education, Science Lab instruction, Library, Music, and the KidsCare after school enrichment program. There are two counselors at Miwok that provide therapy for students; one a mindfulness therapy, and the other, a talk-based therapy to help serve all students unique and varying social emotional needs. Our physical education program provides 90 minutes per week of instruction for mainstream education students as well as an Occupational Therapy, and assisted physical education for Special Day Class students. The Science program uses the Full Option Science System developed by Lawrence Hall of Science at UC Berkeley, and students receive 45-90 minutes of instruction per week. Our library is staffed full-time, provides a motivational program to students to improve their independent reading, sponsors author visit events, and receives many grants of books and materials that are distributed to families. All students also receive additional supports in classrooms through the use of iPads and Chromebooks via Accelerated Reader (independent reading), Lexia (reading instruction), and IXL (math instruction). There are two music programs at Miwok Valley; one for 5th and 6th grade Band instruction and one for TK-6th musical concepts. The KidsCare after school program serves 120+ students and provides homework support and enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$45,252
Mid-Range Teacher Salary	\$62,537	\$65,210
Highest Teacher Salary	\$82,446	\$84,472
Average Principal Salary (Elementary)	\$114,403	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$166,339	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	7%

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

Five full days per school year have been dedicated to professional development. In addition to the full staff development days, teachers are released from classrooms for several more full professional development days. After school PD sessions are also conducted at least once per month. Professional development work has and continues to be focused on the implementation of new Math and Writing curriculums, NGSS, technology, and data analysis. Miwok Valley Elementary Charter School has also dedicated full days of professional development to support our school's unique charter focus. Teachers have also attended and been certified in Project GLAD (Guided Language Acquisition Instruction).

The district focuses on professional development using common district-wide assessments including:

- Four benchmarks for STAR Reading and Math in grades 1st to 6th
- Three benchmarks and progress monitoring using DIBELS NEXT in grades Kindergarten to 2nd
- Smarter Balanced Assessments in ELA and Math in grades 3rd to 6th
- ELPAC and Pearson TELL for diagnostic data in ELA for all English Language learners
- Three district writing genres (Narrative, Opinion/Argument, Informational) benchmarks

Teachers are supported through a network of district level leadership positions including a Curriculum Director and the District Leadership Committee. Teachers meet weekly for collaboration and assessment of student data with their grade level peers in PLC groups. Teachers also have after-school collaboration early-release days at least twice a month. Beginning teachers are supported in the North Coast School of Education Teacher Induction Program. Beginning teachers are provided with a district mentor in this two-year support program.