Old Adobe 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	Old Adobe Elementary Charter School
Street	2856 Adobe Road
City, State, Zip	Petaluma, CA. 94954
Phone Number	707-765-4301
Principal	Leslie Clark
Email Address	lclark@oldadobe.org
Website	oa.oldadobe.org
County-District-School (CDS) Code	49-70847-6051924

Entity	Contact Information
District Name	Old Adobe Union School District
Phone Number	7077654321
Superintendent	Craig Conte
Email Address	cconte@oldadobe.org
Website	www.oldadobe.org

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

Old Adobe is a caring community serving students in grades TK-6th grade. We are a small school with a big heart. Our program integrates creativity, environmental awareness and a social-emotional focus with rich and rigorous academics. Students become leaders in their own learning through a wide variety of experiences in art, music, performance, gardening, physical education, reading, field trips, and much more. Parents and families are an active part of Old Adobe and a strong partnership between home and school is valued and encouraged. Together we grow kind, responsible lifelong learners with the foundational skills needed for success in today's world.

Old Adobe's charter is focused on ecology and arts integration. The arts excite and engage the students while providing many ways for them to demonstrate what they are learning. Creative expression develops a myriad of competencies while using and developing many parts of a child's brain. Our emphasis on ecology develops the students' understanding of natural systems and our interconnectedness with the natural world and each other. Science is brought to life through regular work in our edible garden, where the children learn valuable lessons about caring for our planet, nutrition, and the rewarding results of careful planning and hard work. Field trips, guest speakers and hands-on lessons in the classroom deepen their appreciation and caring for our environment.

At Old Adobe we teach the California state standards using carefully selected district adopted curriculum along with the arts and ecology focus outlined in our charter. Students set personal goals for academic growth and are supported enthusiastically in reaching them. Technology is integrated into the school day for individualizing learning, researching, developing presentations, and many other purposes. Our goal is to offer a well-rounded, challenging, arts-infused curriculum that gives children a strong academic foundation and the interpersonal skills needed for success far beyond their time with us here at Old Adobe. We take great pride in preparing children for the rest of their lives.

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

Grade Level	Number of Students
Kindergarten	69
Grade 1	54
Grade 2	48
Grade 3	45
Grade 4	36
Grade 5	47
Grade 6	36
Total Enrollment	335

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	1.8
Filipino	0.3
Hispanic or Latino	20.9
White	69.3
Two or More Races	4.5
Socioeconomically Disadvantaged	23.3
English Learners	6.9
Students with Disabilities	11.3
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	14	15	14	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 2018

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	MacMillan-McGraw-Hill Science. Adopted 2007 (publication date 2007) 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.		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Old Adobe is approaching a need for a complete paint project and miscellaneous deferred maintenance.

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: 11/7/2019

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	Multi/ Kitchen: (13) Roof needs to be replaced.
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)	66	61	50	52	50	50
Mathematics (grades 3-8 and 11)	53	52	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	160	158	98.75	1.25	60.76
Male	73	72	98.63	1.37	51.39
Female	87	86	98.85	1.15	68.60
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	38	38	100.00	0.00	60.53
Native Hawaiian or Pacific Islander					
White	110	108	98.18	1.82	60.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	44	43	97.73	2.27	44.19
English Learners	17	17	100.00	0.00	47.06
Students with Disabilities	28	27	96.43	3.57	22.22
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	160	158	98.75	1.25	51.90
Male	73	72	98.63	1.37	48.61
Female	87	86	98.85	1.15	54.65
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	38	38	100.00	0.00	39.47
Native Hawaiian or Pacific Islander					
White	110	108	98.18	1.82	57.41
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	44	43	97.73	2.27	25.58
English Learners	17	17	100.00	0.00	17.65
Students with Disabilities	28	27	96.43	3.57	22.22
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	17.8	26.7	15.6

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)

Old Adobe Elementary School has many opportunities for parental and family involvement in the education of their children. We have a very active Parent Teacher Organization (PTO) that raises funds for many school activities and enriches many of the experiences children have in the school. Parents join this group and establish partnerships with school staff in every meaningful endeavor in the school. Parents are also welcome to volunteer in classrooms and throughout the school. Parents are in classrooms daily, help in the library, volunteer in the garden or on school projects, go on field trips, and help in community giving projects. Parents enrich our school in many ways and work as partners in the education of our students.

We will find a way for you to become involved that matches your passions, skills, and your interests. Parents are also involved in parent conferences with the child's teacher and through regular contacts between the school and families. This happens through email and voice messages from the principal, the school Facebook page and social media, teacher communication sent via email, the school web page, our Old Adobe newsletter, and written notices sent home. Families, students, and staff all work to make Old Adobe a welcoming place for everyone.

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	0.6	0.0	1.4	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 Safety Plan for Old Adobe School is revisited each year, at least once. Our plan was reviewed on September 18th, 2019. It will also be reviewed on February 12th, 2020.

Our safety plan outlines the procedures for various drills and emergencies including, fire, earthquake, intruder, and evacuation. These drills are practiced monthly.

Our safety plan also includes staff responsibilities in the event of a prolonged emergency and roles each will play in the event of a school-wide disaster or a disaster in the community. We have worked with the Redwood Empire Insurance group in disaster planning and establishing roles in the event of a disaster. Our safety plan also includes procedures for parents including how to get their children from the school in an orderly manner that ensures we know where every child is.

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	17	2	2		20	2	2		17	3	1	
1	23	1	1		27		2		27		2	
2	18	1	1		22	1	1		24		2	
3	22		2		19	1	1		23		2	
4	19	1	1		21	1	1		18	1	1	
5	24	1	1		20	1	1		24	1	1	
6	21	1	1		26		2		18	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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1
Other	.3

*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	8895.79	921.67	7974.12	77154.74
District	N/A	N/A	1021.32	69701.40
Percent Difference - School Site and District	N/A	N/A	154.6	10.2
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	6.0	17.2

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)

There are many services funded for students and families at Old Adobe Elementary Charter School. These include:
1. Counseling services: The district and site both fund two full days per week of counseling services. This is to ensure the success of each student as they face multiple issues that may impact their success at school.
2. Resource program: This is part of our special education services to students and families. Students receive help as outlined in the Individualized Education Plan that includes support for specific learning disability or health issues.
3. Response to Intervention: We have a full-time certificated teacher working to support students, primarily in language arts, but this can also be in math or other areas as needed. This person serves students in grades 1st-6th.
4. TK and Kindergarten aides: The Kindergarten and TK classrooms have instructional assistants that support student learning. In kindergarten this is for 1/2 of the day and in TK this is an all-day position.
5. Librarian: Our library is open while the kids are in school. This provides reading materials for students and families, and resources for classroom use. The library also supports our professional development efforts as well as school-wide reading program.
6. Garden education: We have a garden coordinator and garden assistant that prepare the garden for each class to spend two sessions in the garden each week. This includes professional development for staff, gathering materials, and planning lessons.
7. Our charter also funds arts integration and ecology education throughout the school. This includes materials, professional development, field trips, and outside consultants as well as a music and arts instructor.

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)	$	$

Category	District Amount	State Average For Districts In Same Category
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 curriculum, NGSS, technology, student engagement, equity, and data analysis. Each school site has also dedicated professional development to support each school's unique school-wide theme or charter focus.

Old Adobe is an Arts and Ecology charter.

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
- CELDT and Pearson TELL for diagnostic data in ELA for all English Language learners; New ELPAC to be conducted in the Spring of 2018 and then Fall and Spring thereafter
- 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 a District Curriculum Leadership Committee, as well as leadership teams at each site. 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 2 year support program.