

Piner-Olivet Charter School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School 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 | Heather Graham |
| Email Address | hgraham@pousd.org |
| School Website | http://www.pocs.pousd.org |
| County-District-School (CDS) Code | 49-70870-6113492 |

2022-23 District Contact Information

| | |
|---------------------------------|--|
| District Name | Piner-Olivet Charter School |
| Phone Number | (707) 522-3000 |
| Superintendent | Steve Charbonneau |
| Email Address | scharbonneau@pousd.org |
| District Website Address | www.pousd.org |

2022-23 School Overview

Piner-Olivet Charter School is a small, nurturing middle school with a strong academic focus for 7th and 8th graders with a total of 216 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, multimedia, student leadership, health, PE, gardening, robotics, and a variety of art courses. Staff includes 8 full time teachers, 1 Physical Education Specialist, 4 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 10 classrooms, 9 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.

POCS Mission: Piner-Olivet Charter School (POCS) is a collaborative, supportive community which nurtures the academic, social, and emotional growth of the individual through engagement in the process of inquiry-based problem solving, reflection, and communication.

Our overall goal is to 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.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 7 | 107 |
| Grade 8 | 91 |
| Total Enrollment | 198 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.5 |
| Male | 48.5 |
| American Indian or Alaska Native | 0.5 |
| Asian | 5.6 |
| Black or African American | 2.0 |
| Filipino | 2.0 |
| Hispanic or Latino | 53.0 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 5.1 |
| White | 26.3 |
| English Learners | 22.2 |
| Foster Youth | 0.0 |
| Homeless | 0.0 |
| Migrant | 0.5 |
| Socioeconomically Disadvantaged | 46.0 |
| Students with Disabilities | 9.6 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 7.00 | 87.50 | 49.30 | 91.33 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.70 | 1.37 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 12.50 | 2.90 | 5.39 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 0.90 | 1.70 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 0.00 | 0.15 | 18854.30 | 6.86 |
| Total Teaching Positions | 8.00 | 100.00 | 54.00 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|---------|
| Permits and Waivers | 0.00 | |
| Misassignments | 1.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 1.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 12.50 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 at a one-to-one ratio.

| | |
|--|--------------|
| Year and month in which the data were collected | January 2022 |
|--|--------------|

| 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 | Foss 2019, CA adopted and Common Core standards aligned. Adopted Fall 2019. | Yes | 0 |
| History-Social Science | TCI (Teachers' Curriculum Institute) 2005, CA adopted and standards aligned. Adopted in 2005. | Yes | 0 |
| Foreign Language | None | | 0 |
| Health | Teen Health, CA adopted and standards aligned. | Yes | 0 |
| Visual and Performing Arts | NA | | NA |
| Science Laboratory Equipment (grades 9-12) | NA | | NA |

School Facility Conditions and Planned Improvements

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. There are two modular classrooms and a set of student bathrooms that opened during the 2008-09 school year. Safety, cleanliness and maintenance of facilities are a high priority at our school. Facilities and grounds are regularly cleaned and maintained. The site is staffed by one daytime and one nighttime custodian. Common areas, such as the sidewalks are maintained regularly and the kindergarten play yard has bark swept and raked weekly. Any actions taken by an outside company comply with all school safety requirements. The facility was inspected by the Chief Business Official and Supervisor of Buildings and Grounds in January 2021. Facilities are formally inspected bi-annually.

Year and month of the most recent FIT report

02/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

| Overall Facility Rate | | | |
|-----------------------|------|------|------|
| Exemplary | Good | Fair | Poor |
| | X | | |

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 46 | N/A | 34 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 36 | N/A | 26 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 198 | 195 | 98.48 | 1.52 | 46.39 |
| Female | 103 | 102 | 99.03 | 0.97 | 54.46 |
| Male | 95 | 93 | 97.89 | 2.11 | 37.63 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 11 | 100.00 | 0.00 | 63.64 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 104 | 101 | 97.12 | 2.88 | 39.60 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 55.00 |
| White | 53 | 53 | 100.00 | 0.00 | 53.85 |
| English Learners | 37 | 36 | 97.30 | 2.70 | 25.00 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 75 | 73 | 97.33 | 2.67 | 39.73 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 11.11 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 198 | 196 | 98.99 | 1.01 | 35.71 |
| Female | 103 | 102 | 99.03 | 0.97 | 41.18 |
| Male | 95 | 94 | 98.95 | 1.05 | 29.79 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 11 | 100.00 | 0.00 | 54.55 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 104 | 102 | 98.08 | 1.92 | 25.49 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 45.00 |
| White | 53 | 53 | 100.00 | 0.00 | 49.06 |
| English Learners | 37 | 37 | 100.00 | 0.00 | 13.51 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 75 | 73 | 97.33 | 2.67 | 20.55 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 16.67 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | NT | 19.54 | -- | 21.57 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 90 | 87 | 96.67 | 3.33 | 19.54 |
| Female | 44 | 41 | 93.18 | 6.82 | 17.07 |
| Male | 46 | 46 | 100 | 0 | 21.74 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 48 | 47 | 97.92 | 2.08 | 17.02 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 26 | 24 | 92.31 | 7.69 | 16.67 |
| English Learners | 15 | 15 | 100 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 37 | 36 | 97.3 | 2.7 | 13.89 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7 | 94.5% | 93.6% | 94.5% | 95.5% | 95.5% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 210 | 204 | 20 | 9.8 |
| Female | 108 | 106 | 12 | 11.3 |
| Male | 102 | 98 | 8 | 8.2 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 11 | 11 | 0 | 0.0 |
| Black or African American | 4 | 4 | 0 | 0.0 |
| Filipino | 4 | 4 | 0 | 0.0 |
| Hispanic or Latino | 111 | 108 | 9 | 8.3 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 12 | 10 | 0 | 0.0 |
| White | 54 | 54 | 9 | 16.7 |
| English Learners | 49 | 47 | 6 | 12.8 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 100 | 98 | 11 | 11.2 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 22 | 22 | 2 | 9.1 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|-------------------|---------------------|------------------|
| Suspensions | 0.92 | 1.63 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.00 | 2.86 | 0.08 | 2.51 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 2.86 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 5.88 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 3.60 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 3.70 | 0.00 |
| English Learners | 6.12 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 School Safety Plan

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 restorative practices, class circles, 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 March 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 26 | | 8 | |
| Mathematics | 26 | | 8 | |
| Science | 26 | | 8 | |
| Social Science | 26 | | 8 | |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25 | | 8 | |
| Mathematics | 25 | | 8 | |
| Science | 25 | | 8 | |
| Social Science | 25 | | 8 | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25 | 1 | 7 | |
| Mathematics | 25 | 1 | 7 | |
| Science | 25 | 1 | 7 | |
| Social Science | 25 | 1 | 8 | |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| 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 | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$10,538 | \$1,123 | \$9,415 | \$82,200 |
| District | N/A | N/A | \$10,437 | \$85,824 |
| Percent Difference - School Site and District | N/A | N/A | -10.3 | -4.3 |
| State | N/A | N/A | \$6,594 | \$84,612 |
| Percent Difference - School Site and State | N/A | N/A | 35.2 | -2.9 |

2021-22 Types of Services Funded

Typically 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 are offered during enrichment periods including English Language Arts and Math support. After school homework support is offered two days a week. Online tutoring is also offered two days a week for identified students. The support staff includes four program assistants, a part-time MFT, 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,998 | \$51,591 |
| Mid-Range Teacher Salary | \$80,584 | \$79,620 |
| Highest Teacher Salary | \$111,443 | \$104,866 |
| Average Principal Salary (Elementary) | \$140,543 | \$131,473 |
| Average Principal Salary (Middle) | \$137,408 | \$135,064 |
| Average Principal Salary (High) | \$100,598 | \$137,679 |
| Superintendent Salary | \$165,536 | \$205,661 |
| Percent of Budget for Teacher Salaries | 28% | 33% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

Professional Development

Professional Development

The district and Piner-Olivet Charter School provide 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
- Restorative Practices
- School Equity Work
- Social-Emotional Learning with Wayfinder Curriculum
- 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 with Carnegie Curriculum specialists
- Staff regularly take courses in First Aid and CPR
- Other professional development opportunities are considered on an individual basis or related to the school and district mission and goals

Additionally

- Teachers participate in regular district and grade level meetings
- Teachers collaborate on a weekly basis

Piner-Olivet Charter School teachers regularly participate in five 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 meeting the needs of English Learners, an analysis of data to identify and intervene with barriers to equity, Project-based Learning, and 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.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 9 | 10 | 11 |