

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

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

### DataQuest

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

### Internet Access

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

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Piner-Olivet Charter School	<b>District Name</b>	Piner-Olivet Union School District
<b>Street</b>	2707 Francisco Ave	<b>Phone Number</b>	(707) 522-3000
<b>City, State, Zip</b>	Santa Rosa, CA 95403	<b>Web Site</b>	www.pousd.org
<b>Phone Number</b>	(707) 522-3310	<b>Superintendent</b>	Jennie Snyder
<b>Principal</b>	Diana Drew-Ingham	<b>E-mail Address</b>	jsnyder@pousd.k12.ca.us
<b>E-mail Address</b>	ddingham@pousd.k12.ca.us	<b>CDS Code</b>	49-70870-6113492

**School Description and Mission Statement (School Year 2010-11)**

This section provides information about the school, its programs and its goals.

---

Piner-Olivet Charter School is a small, nurturing middle school for 7th and 8th graders. Sixth graders may be accepted with letter of recommendation. Students are divided into four teams with each team having two core subject teachers; one for English/history and one for math/science. Curriculum is standards based. Students also may take enrichment classes including drama, art, student leadership, computers, guided study, PE, publishing, and robotics. Staff includes 8 full time teachers, 1 Physical Education Specialist, 5 part-time instructional assistants, a part-time office clerk, and a full-time principal. The office manager and Resource Specialist are shared with Jack London School. All teachers are fully credentialed.

Special services include Resource Specialist, speech, counseling, and extended school year classes are offered after school as needed and during the summer.

Piner-Olivet Charter School is housed on the Jack London Elementary campus. It has seven full classrooms clustered in its own area and uses one Jack London Elementary classroom that is nearby. The Charter School shares the gym, computer lab, food services, office, and playground and field area of the Jack London School.

**Mission Statement**

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

**Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

---

Parental involvement is an integral part of the Piner-Olivet Charter School charter with thirty hours of parent participation required per student family per year. Participation is possible in a variety of ways during the school day and after hours: classrooms, office, field trips, chaperones, fundraisers, coaching, and campus work days and projects. There are also opportunities to participate in the Parent Club and serve on the Executive Committee and various committees that evolve from those groups.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Grade 7	109
Grade 8	104
<b>Total Enrollment</b>	213

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.8	White	51.6
American Indian or Alaska Native	1.8	Two or More Races	1.4
Asian	6.5	Socioeconomically Disadvantaged	33.2
Filipino	2.3	English Learners	29
Hispanic or Latino	32.7	Students with Disabilities	4.6
Native Hawaiian/Pacific Islander	0.5		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	0	8	0	25	1	7	0	27		8	0
Mathematics	25	0	8	0	25	1	7	0	27		8	0
Science	25	0	8	0	25	1	7	0	27		8	0
Social Science	25	0	8	0	25	1	7	0	27		8	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Piner-Olivet Charter School has a Comprehensive School Safety Plan in place in coordination with Jack London School. 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 includes a communication plan with the district office and other district schools. It is updated and reviewed with teachers each September.

### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.98	6	8.76	4.72	7.12	5.12
Expulsions	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

#### Year and month in which data were collected:

Piner-Olivet Charter School is housed on the Jack London Elementary campus. The school site was built in 2002-2003 and opened for the 2003-2004 school year. POCS has a total of eight classrooms. Five of the Charter classrooms are modular classrooms that are 13 years old and were moved to this site when the Jack London school opened. There are two new modular classrooms and a set of student bathrooms that opened during the 2008-09 school year. There are seven full classrooms clustered in their own area and one Jack London Elementary classroom nearby that is used. The Charter School shares the gym, computer lab, food services, office, and playground and field area of the Jack London School. The facility is safe and clean and adequate for the needs of the school.

The school is inspected for safety and repairs each May or June. It was inspected in May 2010.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Playground was sealed and re-striped during the summer of 2010.
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	8	8	8	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0%	0%	
<b>Total Teacher Misassignments</b>	0%	0%	
<b>Vacant Teacher Positions</b>	0%	0%	

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

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

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

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	0

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

## VI. Support Staff

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	200
Counselor (Social/Behavioral or Career Development)	.2	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.2	---
Psychologist	.0	---
Social Worker	.0	---
Nurse	.0	---
Speech/Language/Hearing Specialist	.0	---
Resource Specialist (non-teaching)	.5	---
Other	0	---

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

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

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

#### Year and month in which data were collected:

Core Curriculum instructional materials were selected from 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Great Source 2000, Holt 2003, Holt 2009 and selected novels and supplementary materials that are standards aligned.	Yes	0
Mathematics	Prentice Hall 2007, CA adopted and standards aligned. Adopted in 2008.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Glencoe 2006, CA adopted and standards aligned. Adopted in 2007.	Yes	0
History-Social Science	TCI (Teachers' Curriculum Institute) 2005, CA adopted and standards aligned. Adopted in 2005.	Yes	0
Foreign Language	Enrichment Class – Rosetta Stone	No	0
Health	Teen Health, CA adopted and standards aligned.	Yes	0
Visual and Performing Arts	NA		NA

## VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,069	\$461	\$5,608	\$64,563
District	---	---		\$66,816
Percent Difference: School Site and District	---	---		
State	---	---	\$5,455	\$65,524
Percent Difference: School Site and State	---	---		

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Special services include Resource Specialist, speech and language, and counseling. English Language Development classes are offered each day during enrichment periods. Additional academic support classes offered during enrichment periods include English Language Arts and Math/Algebra. After school math and homework support are offered after school.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,649	\$41,183
Mid-Range Teacher Salary	\$59,509	\$63,647
Highest Teacher Salary	\$85,113	\$80,955
Average Principal Salary (Elementary)	\$79,129	\$102,400
Average Principal Salary (Middle)	\$0	\$106,158
Average Principal Salary (High)	\$0	\$124,133
Superintendent Salary	\$138,031	\$151,742
Percent of Budget for Teacher Salaries	44%	41%
Percent of Budget for Administrative Salaries	7%	6%

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

## IX. Student Performance

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

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

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

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

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	61	61	74	53	51	56	49	52	54
<b>Mathematics</b>	59	55	67	57	55	59	46	48	50
<b>Science</b>	57	54	67	53	54	61	50	54	57
<b>History-Social Science</b>	45	43	60	36	33	50	41	44	48

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

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56	59	61	50
All Student at the School	74	67	67	60
Male	69	67	73	64
Female	80	67	59	54
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	87	80	0	0
Filipino	0	0	0	0
Hispanic or Latino	65	59	65	53
Native Hawaiian/Pacific Islander	0	0	0	0
White	78	71	72	59
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	68	60	57	50
English Learners	47	42	33	31
Students with Disabilities	67	50	0	0
Students Receiving Migrant Education Services	0	0	0	0

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

### California Physical Fitness Test Results (School Year 2010-11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.2	23.8	41.9

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

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

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

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

API Rank	2008	2009	2010
Statewide	9	8	7
Similar Schools	10	8	8

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-25	-4	39
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino		-27	74
Native Hawaiian/Pacific Islander			
White	-27	20	10
Two or More Races	N/D		
Socioeconomically Disadvantaged		-14	42
English Learners		-24	72
Students with Disabilities			

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

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

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

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	201	851	831	803	4,683,676	778
Black or African American	6		41	791	317,856	696
American Indian or Alaska Native	3		12	761	33,774	733
Asian	15	904	80	827	398,869	898
Filipino	5		11	838	123,245	859
Hispanic or Latino	67	828	319	750	2,406,749	729
Native Hawaiian/Pacific Islander	1		12	845	26,953	764
White	102	861	354	845	1,258,831	845
Two or More Races	1		2		76,766	836
Socioeconomically Disadvantaged	77	817	410	767	2,731,843	726
English Learners	58	826	290	761	1,521,844	707
Students with Disabilities	20	715	106	676	521,815	595

### Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

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

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

**Federal Intervention Program (School Year 2011-12)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	60

**XI. Instructional Planning and Scheduling****Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

**Professional Development**

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

- Differentiated Instruction and Universal Access
- Training to support adopted instructional materials
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- Teachers participate in regular district and grade level meetings
- Teachers participate in Professional Learning Community training and implementation
- New teachers participate in the BTSA program through Sonoma County Office of Education
- All staff regularly take courses in First Aid and CPR

Piner-Olivet Charter School teachers regularly participate in 2-3 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 Best Practices, RTI/Intervention in math and language arts, and individual subject area needs. Teachers attend the California League of Middle Schools Conference and the Charter School Conference every other year. Teachers participate in available 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.