

Piner-Olivet Charter School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

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	Kim Kern
E-mail Address	kkern@pousd.org
Web Site	http://www.pocs.pousd.org/
CDS Code	49-70870-6113492

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

School Description and Mission Statement (School Year 2017-18)

Piner-Olivet Charter School is a small, nurturing middle school with a strong academic focus for 7th and 8th graders with a total of 199 students. 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 Common Core standards-based. Students also may take enrichment classes including; maker, multimedia, student leadership, minecraft, guided study, PE, gardening, robotics, and a wide variety of art courses. Staff includes 8 full time teachers, 1 Physical Education Specialist, 6 Program Assistants, Office Manager and Principal. Our Resource Specialist is shared with Jack London School. All teachers are fully credentialed.

Special services include Resource Specialist, speech, nurse, and counseling. 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, Math and Language Arts/Math Support classes, and before and after school support sessions.

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, RSP classroom, Project Room, other small classrooms, 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.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	100
Grade 8	107
Total Enrollment	207

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	2.4
Asian	12.1
Filipino	0.5
Hispanic or Latino	47.3
Native Hawaiian or Pacific Islander	1
White	28
Two or More Races	4.3
Socioeconomically Disadvantaged	36.2
English Learners	10.1
Students with Disabilities	5.8
Foster Youth	0

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	8	9	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: September 2015

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Prentice Hall 2007, CA adopted and standards aligned. Adopted in 2008.	Yes	0
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
Science Laboratory Equipment (grades 9-12)	NA		NA

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

The school is inspected for safety and repairs each summer. It was last inspected in February, 2017.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 11, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			The District will be replacing older HVAC units during the summer of 2017 as part of the energy efficiency act.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 11, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			The District replaced and upgraded all lighting to energy-efficient LED lighting during 2016-17 via the California Clean Energy Act.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February 11, 2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	52	43	39	36	48	48
Mathematics (grades 3-8 and 11)	26	28	24	23	36	37

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	210	99.06	42.86
Male	112	110	98.21	31.82
Female	100	100	100	55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	68
Filipino	--	--	--	--
Hispanic or Latino	102	101	99.02	34.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	57	98.28	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	81	100	38.27
English Learners	89	89	100	38.2
Students with Disabilities	14	13	92.86	7.69

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	212	210	99.06	28.1
Male	112	110	98.21	26.36
Female	100	100	100	30
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	44
Filipino	--	--	--	--
Hispanic or Latino	102	101	99.02	22.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	57	98.28	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	81	100	27.16
English Learners	89	89	100	25.84
Students with Disabilities	14	13	92.86	0

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52	53	34	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	92
% of pupils completing a CTE program and earning a high school diploma	88
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.1	26.7	43.8

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8	4.9	14.3	2.1	2.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Piner-Olivet Charter School has a Comprehensive School Safety Plan in place in coordination with Jack London School that is reviewed and updated annually. The plan includes elements that address general procedures and emergency situations. It assures the safety of students and staff in case of any routine or disaster emergency situation. It also includes a communication plan with the district office and other district schools. The school has an intercom which allows the office to contact individual classrooms or the entire school in case of an emergency. In addition to providing for students physical safety, the staff uses BEST Practices, Class Meetings, and other community building activities that help the school develop a climate that encourages students to interact positively with peers and adults on campus. The plan is reviewed with staff monthly and was last updated in September 2015.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	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	26		8		26		8		24	1	8	
Mathematics	23	2	7		26		8		25		8	
Science	26		8		26		8		25		9	
Social Science	26		8		26		8		25	1	8	

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.0	0
Counselor (Social/Behavioral or Career Development)	.0	N/A
Library Media Teacher (Librarian)	.0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.0	N/A
Social Worker	.0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	.2	N/A
Other	.0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,053	\$311	\$7,022	\$55,873
District	N/A	N/A	\$8,667	\$75,823
Percent Difference: School Site and District	N/A	N/A	-19.0	-20.4
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	23.7	-22.0

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

Types of Services Funded (Fiscal Year 2016-17)

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 two days a week.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,233	\$47,034
Mid-Range Teacher Salary	\$67,301	\$73,126
Highest Teacher Salary	\$95,210	\$91,838
Average Principal Salary (Elementary)	\$103,840	\$116,119
Average Principal Salary (Middle)	\$108,824	\$119,610
Average Principal Salary (High)	\$102,577	\$115,194
Superintendent Salary	\$158,312	\$178,388
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)**Professional Development**

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

- CCSS - Common Core State Standards implementation
- CCSS Instructional Strategies
- Differentiated Instruction and Universal Access
- Training to provide teachers with certification and skills necessary to work with English Language Learners
- Teachers participate in regular district and grade level meetings
- Teachers collaborate on a regular basis
- Response to Intervention training
- New teachers participate in a teacher induction program provided by Sonoma County Office of Education
- Staff regularly take courses in First Aid and CPR

Piner-Olivet Charter School teachers regularly participate in 5 days per year of Professional Development based on school goals and individual needs. Student assessment data is analyzed to determine student needs and any Professional Development that may be needed. Currently teachers are focusing on Common Core State Standards implementation and instructional strategies in language arts and math, Project-based Learning, Best Practices, 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 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.