

# Old Adobe Elementary Charter School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Old Adobe Union School District-Old Adobe Elementary Charter School
Phone Number	7077654321
Superintendent	Sonjhia Lowery
Email Address	slowery@oldadobe.org
Website	www.oldadobe.org

### School Description and Mission Statement (School Year 2020-2021)

Old Adobe is a caring community serving students in grades TK-6th grade. We are a small school with a big heart. Our program integrates creativity, environmental awareness and a social-emotional focus with rich and rigorous academics. Students become leaders in their own learning through a wide variety of experiences in art, music, performance, gardening, physical education, reading, field trips, and much more. Parents and families are an active part of Old Adobe and a strong partnership between home and school is valued and encouraged. Together we grow kind, responsible lifelong learners with the foundational skills needed for success in today's world. During the COVID-19 Pandemic we have pivoted to a full Distance Learning program. Our teachers work hard to build community in their virtual classrooms and continue to make learning engaging, challenging and fun even during the school closure.

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

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

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	77
Grade 1	44
Grade 2	56
Grade 3	50
Grade 4	42
Grade 5	33
Grade 6	49
<b>Total Enrollment</b>	<b>351</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	1.7
Filipino	0.3
Hispanic or Latino	21.7
White	70.7
Two or More Races	4.3
Socioeconomically Disadvantaged	22.8
English Learners	5.4
Students with Disabilities	9.7
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	15	14	14	
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	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

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

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

## School Facility Conditions and Planned Improvements

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

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 10/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	Multi/ Kitchen: (13) Roof needs to be replaced.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	61	N/A	52	N/A	50	N/A
Mathematics (grades 3-8 and 11)	52	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	45	N/A	31	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

Old Adobe Elementary School has many opportunities for parental and family involvement in the education of their children. We have a very active Parent Teacher Organization (PTO) that raises funds for many school activities and enriches the experiences children have in the school. Parents work with school staff in every meaningful endeavor in the school. When we are in session with in-person instruction, parents are welcome to volunteer in classrooms and throughout the school. Parents are in classrooms daily, help in the library, volunteer in the garden or on school projects, go on field trips, and organize community giving campaigns. Parents enrich our school in many ways and are our partners in the education of the students. During the COVID-19 pandemic our PTO has been wonderfully supportive of our teachers and students, offering virtual student clubs, providing appreciation gifts for teachers, and fundraising in new and creative ways. Whatever your passions, skills, and interests, we will find a way for you to get involved.

This school year, home-school communication has become more important than ever. Using virtual learning platforms such as Google Classroom and Seesaw, email, texts and phone calls, teachers and parents communicate almost daily. We hold regular parent-teacher conferences to keep parents informed about academic progress. Newsletters from the Principal and the PTO, social media posts on the school Facebook page, and parent nights on a variety of topics keep parents informed and involved. Families, students, and staff all work to make Old Adobe a welcoming place for everyone.



## State Priority: School Climate

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

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

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.4	1.7	1.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	15	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Safety Plan for Old Adobe School is revisited each year, at least once. Our plan was reviewed at our Leadership Team meeting on Oct 7, 2019. The Old Adobe Union School District Board reviewed and approved the Plan on 10/24/19. No revisions or updates were made before the OAUSD reviewed the Plan on 2/21/20. The Plan will be reviewed in February 2021. Our Comprehensive Safety Plan includes policies and expectations in the areas of Disaster Procedures, Safe Ingress and Egress, Child Abuse Reporting Procedures, Discrimination and Harassment Procedures, and School Climate. It outlines the procedures for various drills and emergencies including, fire, earthquake, intruder, and evacuation. These drills are practiced monthly. Our safety plan also includes staff responsibilities in the event of a prolonged emergency and roles each will play in the event of a school-wide disaster or a disaster in the community. We have worked with the Redwood Empire Insurance group in disaster planning and establishing roles in the event of a disaster. Our safety plan also includes procedures for parents including how to get their children from the school in an orderly manner in the event of an emergency.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	2		17	3	1	3	26			
1	27		2		27		2		22		2	
2	22	1	1		24		2		28	2		
3	19	1	1		23		2		25		2	
4	21	1	1		18	1	1		25		1	
5	20	1	1		24	1	1		27		1	
6	26		2		18	2			25		2	
Other**									23		1	

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

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	877.5

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

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8848.93	180.15	8668.78	73737.28
District	N/A	N/A	772.72	
Percent Difference - School Site and District	N/A	N/A	167.3	10.2
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	14.4	12.7

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

## Types of Services Funded (Fiscal Year 2019-2020)

There are many services funded for students and families at Old Adobe Elementary Charter School. These include:

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

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	32.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Five full days per school year have been dedicated to professional development. In addition to the full staff development days, teachers are released from classrooms for several more full professional development days. After school PD sessions are also conducted at least once per month. Professional development work has and continues to be focused on the implementation of new Math and Writing curriculum, NGSS, technology, student engagement, equity, and data analysis. Each school site has also dedicated professional development to support each school's unique school-wide theme or charter focus.

Old Adobe is an Arts and Ecology charter.

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

Four benchmarks for STAR Reading and Math in grades 1st to 6th

Three benchmarks and progress monitoring using DIBELS NEXT in grades Kindergarten to 2nd

Smarter Balanced Assessments in ELA and Math in grades 3rd to 6th

CELDT and Pearson TELL for diagnostic data in ELA for all English Language learners; New ELPAC to be conducted in the Spring of 2018 and then Fall and Spring thereafter

Three district writing genres (Narrative, Opinion/Argument, Informational) benchmarks

Teachers are supported through a network of district level leadership positions including a Curriculum Director, and a District Curriculum Leadership Committee, as well as leadership teams at each site. Teachers meet weekly for collaboration and assessment of student data with their grade level peers in PLC groups. Teachers also have after-school collaboration early-release days at least twice a month.

Beginning teachers are supported in the North Coast School of Education Teacher Induction Program. Beginning teachers are provided with a district mentor in this 2 year support program.