

Miwok Valley Elementary Charter School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Miwok Valley Elementary Charter School
Street	1010 St Francis Dr.
City, State, Zip	Petaluma, CA, 94954
Phone Number	707-765-4304
Principal	Julio Villalobos, Ed.D.
Email Address	jvillalobos@oldadobe.org
School Website	mv.oldadobe.org
Grade Span	K-6
County-District-School (CDS) Code	062832004385

2024-25 District Contact Information

District Name	Old Adobe Union School District-Miwok Valley Elementary Charter School
Phone Number	707-765-4321
Superintendent	Michele Gochberg, Cindy Kerr Friberg
Email Address	mgochberg@oldadobe.org cfriberg@oldadobe.org
District Website	https://oldadobe.org/

2024-25 School Description and Mission Statement

Miwok Valley Elementary Charter School first opened on July 1, 1980. The total enrollment is 304. The school enrolls students in grades TK-6th. Students are served by 20 certificated teachers: 1.3 RTI teachers, 4 Special Education teachers, 13 general education teachers, and 2 counselors.

Our school mission is to provide engaging and equitable academic instruction for ALL students, while supporting their social-emotional growth, with a school-wide focus on health and wellness.

2024-25 School Description and Mission Statement

Miwok Valley Vision is to develop school community members who are:

Joyful
Articulate
Goal driven
Unified
All inclusive
Responsible
Scholars

Miwok Valley is a Positive Behavior Intervention & Support (PBIS) school, which means that we utilize an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. Miwok Valley was recently awarded the PBIS Gold Implementation Award for 2024, a testament to our commitment to excellence in supporting student behavior and creating a positive school environment. Our schoolwide behavior expectations are: Be Respectful, Be Responsible, Be Safe and Be Kind.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	45
Grade 2	35
Grade 3	35
Grade 4	40
Grade 5	33
Grade 6	48
Total Enrollment	299

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	4
Black or African American	1.3
Filipino	0.7
Hispanic or Latino	68.9
Two or More Races	4
White	21.1
English Learners	54.2
Socioeconomically Disadvantaged	60.9
Students with Disabilities	19.4

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)	15.10	81.67	86.60	92.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.20	0.21	12115.80	4.41
Unknown/Incomplete/NA	3.30	18.23	6.40	6.86	18854.30	6.86
Total Teaching Positions	18.60	100.00	93.20	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)	11.00	71.43	82.50	91.78	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	6.49	1.00	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	6.49	1.00	1.11	11953.10	4.28
Unknown/Incomplete/NA	2.30	15.52	5.40	6.00	15831.90	5.67
Total Teaching Positions	15.40	100.00	89.90	100.00	279044.80	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.

2022-23 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)	11.00	73.33	79.70	90.99	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	6.67	3.90	4.55	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.40	0.46	11746.90	4.23
Unknown/Incomplete/NA	3.00	20.00	3.50	3.99	14303.80	5.15
Total Teaching Positions	15.00	100.00	87.60	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	1.00	0
Total Out-of-Field Teachers	0.00	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.6
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Treasures Language Arts textbooks are used in grade K-6. Date of publication: 2010. Last adoption date: 2012. All students have access to a text. In addition, students have access to leveled readers, computerized reading assessments and programs, and additional supplemental materials.	Yes	0
Mathematics	Math Learning Center Bridges grades TK-5th. Adopted 2015 (publication date: 2015). Every student have access to a textbook. Math Learning Center College Prep Math grade 6. Adopted 2015 (publication date: 2012). Every student have access to a textbook.	Yes	0
Science	Delta Education. FOSS Next Generation K-8. Adopted 2015. Every student has access to a textbook.	Yes	0
History-Social Science	MacMillan-McGraw-Hill Social Studies. Adopted 2007 (publication date 2007) Every student has access to a textbook.	Yes	0
Health	Health curriculum is embedded in the Science curriculum.		

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: 10/22/2024

School Facility Conditions and Planned Improvements

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
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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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	25	46	47	46	47
Mathematics (grades 3-8 and 11)	14	16	40	42	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	155	97.48	2.52	24.52
Female	77	75	97.40	2.60	29.33
Male	82	80	97.56	2.44	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	120	119	99.17	0.83	21.01
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	27	27	100.00	0.00	37.04
English Learners	64	60	93.75	6.25	1.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	105	103	98.10	1.90	23.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100.00	0.00	8.33

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	157	98.74	1.26	15.92
Female	77	76	98.70	1.30	14.47
Male	82	81	98.78	1.22	17.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	120	119	99.17	0.83	10.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	34.62
English Learners	64	64	100.00	0.00	1.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	105	103	98.10	1.90	15.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	5.71

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.07	20.59	21.82	32.56	30.29	30.73

2023-24 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	34	34	100.00	0.00	20.59
Female	16	16	100.00	0.00	18.75
Male	18	18	100.00	0.00	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100.00	0.00	11.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	22.73
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.

2023-24 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. The administration of the PFT requires only participation results 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 5	94%	94%	94%	94%	94%

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.

2024-25 Opportunities for Parental Involvement

The Miwok Valley Elementary School Parent Teacher Organization (PTO) mission is to support our students in the areas of physical activity, creativity, and building a sense of community spirit. We achieve these goals through support of the following programs: PE for all students, Visual Thinking Strategies for all grade levels, educational assemblies for the entire school, reading and attendance incentives for every child. The PTO coordinates and sponsors school wide activities such as the Lap-A-Thon, Family Movie Nights, Family Bingo Nights, Holiday Hot Chocolate, a Holiday Craft Fair and much more. The Miwok Valley PTO has funded teacher-led projects at the school that includes a Garden Renovation, professional lighting and sound for stage performances, theater and science field trips to ACT of San Francisco and the California Academy of Sciences, and mini-grants for Leveled Reading libraries. The Miwok Valley PTO can be contacted at miwokvalleypto@gmail.com.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	323	314	54	17.2
Female	158	153	27	17.6
Male	165	161	27	16.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	221	215	41	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	13	2	15.4
White	69	67	10	14.9
English Learners	171	166	26	15.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	227	224	38	17.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	70	15	21.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.17	0.95	0	1.55	1.52	0.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Miwok Valley Elementary Charter School Safety Plan is written and developed by a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teachers, parents, classified employees, and any appropriate district personnel.

2024-25 School Safety Plan

The following types of information are reviewed:

- Local law enforcement crime data
- Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
- Behavior Referrals
- Attendance rates/School Attendance Review Board data
- Student and Parent LCAP Perception Survey data
- School Improvement Plan
- Sonoma County Office of Ed/ RESIG Emergency Planning guidelines

The Comprehensive School Safety Plan includes all of the following:

- Child Abuse Reporting procedures
- Policies and procedures which lead to suspension and/or expulsion.
- Procedures to notify teachers of dangerous pupils.
- Policy prohibiting discrimination, harassment, intimidation, and bullying.
- Provisions of any school site dress code, including prohibition of “gang-related” apparel.
- Procedures that create a safe and orderly environment conducive to learning at the school.
- Access to the school campus (visitors).
- Hate crime reporting procedures and policies.

An Emergency/ Disaster procedures plan includes the following:

- A school building disaster plan
- Dates/times of procedure drills held monthly
- Protective measures to be taken before, during, and after an earthquake
- A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system

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. The preliminary plan was discussed with the Miwok Valley Staff on January 9, 2024. The Old Adobe Union School District Board reviewed and approved the Plan on February 22, 2024. The School Safety Plan is evaluated at least once a year, and revised by March 1st every year.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	25		1	
2	25		1	
3	27		1	
4	21	1	1	
5	52			1
6	23		1	
Other	15	3	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	21		1	
2	40			1
3	15	1	1	
4	25		1	
5	25		1	
6	22		2	
Other	16	3	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	21	1	1	
2	42			1
3	23		1	
4	23		1	
5	23		1	
6	16	1	2	
Other	12	3	2	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	1
Resource Specialist (non-teaching)	
Other	3.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	12808.94	907.42	11901.53	91754.31
District	N/A	N/A	2095.72	
Percent Difference - School Site and District	N/A	N/A	140.1	-0.3
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	10.0	14.4

Fiscal Year 2023-24 Types of Services Funded

The Miwok RtI program (Response to Intervention) prioritizes reading intervention for those students who are identified as reading more than one grade level below their current grade. The priority of the program is to provide intensive support in reading in a small group setting, then exit students from RTI within 9-18 weeks. RtI teachers and Instructional Assistants work with no more than five students in a group; students are identified by formative assessments and benchmark assessments, as well as classroom teacher input. Instruction is push-in interventions when possible, focuses on reading comprehension and fluency, and has the goal of adapting the core curriculum to students' needs. RtI Teachers will implement alternate curriculum when necessary for student growth. Within the RtI program, there are additional reading and Academic English supports for English Language Learners who are at the ELPAC 1-2 level or are newcomers.

The Miwok RSP (Resource for Special Education) program supports students with identified disabilities, as documented in their IEPs. In addition, the RSP program supports other students that the RtI team and classroom teachers have identified as needing significant intervention beyond what is available in the mainstream classroom, on a case-by-case basis. The philosophy of the RSP program is guided by "least restrictive environment" considerations and makes every attempt to serve students in their homeroom classroom. The RSP program provides scaffolds to ensure students access core content at grade level and engages in a "push-in" or "pull out" model with students appropriate to their individual needs. The goal of the RSP program is to provide a specific amount of weekly minutes of instruction for each student as defined in their individualized educational program, then provide consistent monitoring of the student's progress with the eventual goal of bringing the student's performance back to grade level and exiting them from the special education program.

Additional student support services and programs at Miwok Valley include Counseling, Physical Education, Science Lab instruction, Library, Music, and the KidsCare after-school enrichment program. There are two counselors at Miwok who provide therapy for students - one a mindfulness therapy, and the other, a talk-based therapy - to help serve all students' unique and varying social-emotional needs. Our physical education program provides 90 minutes per week of instruction for mainstream education students as well as Occupational Therapy and assisted physical education for Special Day Class students. The Science program uses the FOSS Science curriculum and students receive 45-90 minutes of instruction per week. Our library is staffed full-time, provides a motivational program to students to improve their independent reading, sponsors author visit events, and receives many grants of books and materials that are distributed to families. All students also receive additional supports in the classroom through the use of iPads and Chromebooks via Accelerated Reader (independent reading), Lexia (reading instruction), and IXL (math instruction). There are two music programs at Miwok Valley, one for 5th and 6th grade Band instruction and one for TK-6th musical concepts. The KidsCare after-school program serves 120+ students and provides homework support and enrichment programs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	30.94	26.17
Percent of Budget for Administrative Salaries	6.44	6.29

Professional Development

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 as needed.

The district focuses on professional development needs based upon data gathered using district-wide assessments including:
 STAR Reading and Math benchmarks in grades 1-6
 DIBELS NEXT benchmarks and progress monitoring in grades K-2
 Smarter Balanced Assessments in ELA and Math in grades 3-6
 ELPAC results from the Fall and Spring
 District writing samples based on three genres of writing - Narrative, Opinion/Argument, Informational

Teachers are supported through a network of district-level leadership positions including a Director of Curriculum and Instruction, 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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	