

# Old Adobe 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Old Adobe Elementary Charter School
<b>Street</b>	2856 Adobe Road
<b>City, State, Zip</b>	Petaluma, CA. 94954
<b>Phone Number</b>	707-765-4301
<b>Principal</b>	Kristen Vogel
<b>Email Address</b>	kvogel@oldadobe.org
<b>School Website</b>	<a href="https://oa.oldadobe.org/">https://oa.oldadobe.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	49-70847-6051924

### 2024-25 District Contact Information

<b>District Name</b>	Old Adobe Union School District-Old Adobe Elementary Charter School
<b>Phone Number</b>	7077654321
<b>Superintendent</b>	Michele Gochberg/ Cindy Friberg
<b>Email Address</b>	mgochberg@oldadobe.org, cfriberg@oldadobe.org
<b>District Website</b>	www.oldadobe.org

### 2024-25 School Description and Mission Statement

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 of 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.

## 2024-25 School Description and Mission Statement

Old Adobe's charter is focused on ecology and the arts. Through Arts Integration teaching methodologies our students are excited and engaged in their learning. Through the Arts students at Old Adobe Charter School engage in rigorous instruction while developing strong communication and critical thinking skills. 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 Common Core State Standards using district-adopted curriculum along with the arts and ecology focus outlined in our school 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.

At Old Adobe Charter School, students of all backgrounds and identities learn through student-centered, high quality instruction in a safe and beautiful environment. With a focus on rigorous academics, arts and ecology, our knowledgeable, mindful, and devoted staff support students to become thinkers, dreamers, and innovators.

Our Vision is focused on empowering learners to contribute to a caring, equitable, and sustainable planet.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	27
Grade 2	26
Grade 3	43
Grade 4	45
Grade 5	37
Grade 6	46
<b>Total Enrollment</b>	<b>295</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	1
Asian	1
Black or African American	1
Hispanic or Latino	24.4
Two or More Races	5.4
White	67.1
English Learners	8.8
Foster Youth	1
Homeless	0.3
Socioeconomically Disadvantaged	23.4
Students with Disabilities	10.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.00	100.00	86.60	92.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.20	0.21	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	6.40	6.86	18854.30	6.86
<b>Total Teaching Positions</b>	14.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.00	100.00	82.50	91.78	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.11	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	1.11	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	5.40	6.00	15831.90	5.67
<b>Total Teaching Positions</b>	13.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.00	91.67	79.70	90.99	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	8.33	3.90	4.55	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.40	0.46	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	3.50	3.99	14303.80	5.15
<b>Total Teaching Positions</b>	12.00	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
<b>Permits and Waivers</b>	0.00	0.00	1
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00	1

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

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

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (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
<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>Foreign Language</b>			0
<b>Health</b>	Health curriculum is embedded in the Science curriculum.		0
<b>Visual and Performing Arts</b>			0

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

## School Facility Conditions and Planned Improvements

As a part of OAUSD facilities master plan and bond measure L, the exterior of Old Adobe Charter was recently painted. Current projects include the build and installation of two new buildings which will house four new classrooms. Specifically, for Kids Care, TK and Kindergarten. The area will also include a new TK/Kindergarten playground, shade structure and landscaping.

Year and month of the most recent FIT report

10/22/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	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			

## Overall Facility Rate

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 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	52	51	46	47	46	47
<b>Mathematics</b> (grades 3-8 and 11)	45	51	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	170	170	100.00	0.00	50.59
Female	81	81	100.00	0.00	55.56
Male	89	89	100.00	0.00	46.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	41	100.00	0.00	48.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	33.33
White	111	111	100.00	0.00	54.95
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	30.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	18.75

## 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
<b>All Students</b>	170	170	100.00	0.00	50.59
<b>Female</b>	81	81	100.00	0.00	53.09
<b>Male</b>	89	89	100.00	0.00	48.31
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	41	41	100.00	0.00	46.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	33.33
<b>White</b>	111	111	100.00	0.00	54.95
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	43	100.00	0.00	25.58
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	16	100.00	0.00	12.50

## 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
<b>Science</b> (grades 5, 8 and high school)	42.22	35.14	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
<b>All Students</b>	37	37	100.00	0.00	35.14
<b>Female</b>	21	21	100.00	0.00	42.86
<b>Male</b>	16	16	100.00	0.00	25.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	32.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	20.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	97%	97%	97%	97%	97%

## 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

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 are welcome to volunteer in classrooms and throughout the school. Parents are in classrooms regularly, 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. Our PTO is wonderfully supportive of our teachers and students, planning fun community building events, 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!

Home-school communication is a very high priority for our school. Using virtual learning platforms such as Google Classroom, email, texts, and phone calls, as well as in person meetings, teachers and parents communicate regularly. 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 Charter a welcoming place for everyone.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	312	308	36	11.7
Female	152	150	17	11.3
Male	160	158	19	12.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	75	74	12	16.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	1	6.3
White	212	209	21	10.0
English Learners	27	27	3	11.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	88	88	14	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	45	5	11.1

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
1.58	1.35	3.21	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	3.21	0.00
Female	0.66	0.00
Male	5.63	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	2.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.77	0.00
English Learners	3.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.17	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 Safety Plan for Old Adobe School is revisited annually. 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 Safety Plan outlines the procedures for various drills and emergencies



## 2024-25 School Safety Plan

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 City of Petaluma, Police Dept. and COE 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. Our staff engage in ongoing training focused on school wide safety policies and procedures throughout the school 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	23		2	
1	21	1	1	
2	26		2	
3	22		2	
4	35		1	1
5	27		1	
6	27		1	
Other	24		1	

## 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	23		2	
2	27		1	
3	23		2	
4	23		1	
5	24		1	
6	25		1	
Other	25		4	

## 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	19	2		
3	22		2	
4	26		1	
5	28		1	
6	23		2	
Other	27		3	

## 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	0.7
Resource Specialist (non-teaching)	
Other	2

## 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
<b>School Site</b>	12044.11	1109.70	10934.41	89781.71
<b>District</b>	N/A	N/A	2095.72	
<b>Percent Difference - School Site and District</b>	N/A	N/A	135.7	10.2
<b>State</b>	N/A	N/A	\$10,771	\$79,413
<b>Percent Difference - School Site and State</b>	N/A	N/A	1.5	12.3

## Fiscal Year 2023-24 Types of Services Funded

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 three 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 disabilities 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 a school-wide reading program.
- 6-Science/Garden education: We have a full time science/garden facilitator. This position includes preparing materials for students to engage in hands on science labs as well as lesson activities for students to engage in while in the garden. Additionally, the Science/Garden facilitator guides students in tasks to maintain the school garden.
- 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.

## 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
<b>Beginning Teacher Salary</b>		\$51,352
<b>Mid-Range Teacher Salary</b>		\$80,424
<b>Highest Teacher Salary</b>		\$103,442
<b>Average Principal Salary (Elementary)</b>		\$124,852
<b>Average Principal Salary (Middle)</b>		\$135,030
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		\$145,237
<b>Percent of Budget for Teacher Salaries</b>	30.94	26.17
<b>Percent of Budget for Administrative Salaries</b>	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 in the form of EdCamps are also conducted.

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 leadership positions and committees including Curriculum Leadership, Guiding Coalitions, and VTS Lead Teachers.  
 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	