

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD

Sonoma Mountain Elementary School
Old Adobe Union Elementary District

Published During
2011-12

Principal:
Katie Mammen

Address:
1900 Ranier Cir.
Petaluma, California 94954-

Phone:
707-765-4305

Email:
kmammen@oldadobe.org

Website:
www.oldadobe.org



I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

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

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

Sonoma Mountain School is one of four schools in the Old Adobe Union School District. Sonoma Mountain School opened in the 1997-1998 school year. The mission statement was a collaborative effort, designed by staff, parents and students in 1997. It states that all stakeholders in Sonoma Mountain School shall work in partnership to create a learning environment where the joy of discovery and learning may be attained through active, child-centered learning, while building on the strengths and uniqueness of each child. All partners will help provide a safe, caring, and respectful environment for every student to meet the challenges of individual and cultural diversity, as children play together and learn together. In alignment with state and district guidelines we work toward achieving our goal of helping all children reach their full potential and to be come productive members of society by fostering a family atmosphere, encouraging integration across grade levels, and creating a connection among students, teachers, and parents. A hands-on pathway to knowledge will be implemented, while teaching responsibility, cooperation, and respect for others. Students obtain skills in social participation, critical thinking and basic study skills. With the expertise of 18 very talented teachers, we meet our goals to teach writing daily, using a program called Writing by Design; teach reading and language arts daily, making sure students meet benchmarks several times a year; improve our math skills, both conceptual and computational; teach social studies and science with brand new state-adopted texts. In addition to academic subjects our students are taught music and art weekly at each grade level with the help of several talented music and art teachers and a art program called Arts Attack. Because of the enormous support of our very active PTA, School Site Council, and classified personnel the teachers can excel at teaching the aforementioned subjects. These groups assist teachers either in the classroom or library, or fund supplies and technology which all make the students more successful. We assess student academic success with a variety of state or district assessments several times a year. To ensure that primary students are on track with reading we use the Rigby and DIBELS assessments. To ensure our students are writing at grade level, we administer a district writing assessment three times a year. We also administer two state-mandated tests yearly, the STAR and the CELDT.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

We have many ways for parents to participate in the life of our school. Their help is essential to keeping our school running smoothly and to help ensure our students's academic, social and emotional success. We have a very active PTA and School Site Council (SSC). The PTA sponsors student and family activities and organizes fund-raisers to support school programs. Our SSC works with administration to help make financial decisions for the school based upon funding provided by the state. We also have a group of Room Parents who meet regularly together and also work with the classroom teachers to help with special classroom projects and trips. Parents can also become involved by attending our Back-to-School-Night and our spring Open House. Making a commitment to meet with your child's teacher at our twice yearly Parent-Teacher Conferences is another to stay connected to the school. Finally, we have parent helpers in many of the classrooms who help run centers or provide clerical support to teachers. We always need new volunteers!

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

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	59
Grade 1	66
Grade 2	61
Grade 3	61
Grade 4	64
Grade 5	64
Grade 6	64
Total Enrollment	439

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.7	White	73.8
American Indian or Alaska Native	0	Two or More Races	1.1
Asian	6.2	Socioeconomically Disadvantaged	13.9
Filipino	1.6	English Learners	16.9
Hispanic or Latino	15	Students with Disabilities	9.8
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K				20	2	1		19.7	3			
1				19	3			22	5			
2				20	3			20.3	3			
3				21	1	2		20.3	3			
4				32		2		32		2		
5				33		2		32		2		
6				30		2		32		3		
K-3	0			0								
3-4	0			0								
4-8	0			0								
Other				0								

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Staff (including the principal) and parents are visible and available on the school grounds before and after school. During the morning/snack recess, teachers monitor the playground. At lunchtime the principal and several aides monitor students, and during lunch recess campus supervisors monitor the students. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Several times a year the students meet with the principal grade level by grade level to review safety rules and to address specific safety concerns which may have arisen during the school year. Signs are posted at the parking lots and at the entrances directing all visitors to sign in at the school office, where they receive a badge to wear throughout their stay. This helps ensure that we know who is on campus at all times.

We revise our School Safety Plan regularly. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. In addition we practice fire drills on a monthly basis and combine this four times a year to practice our earthquake procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.9	0.007	0.23	2.4		5.01
Expulsions	0	0	0	0		0

IV. School Facilities










School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

To determine the condition of our facilities, the district sent experts from our facilities team to each site. A survey called the Facilities Inspection Tool (issued by the Office of Public School Construction) was used. This survey provided the basis for the data on this report. The most recent report was completed on 11/22/2011, by Pete Tillett, Director of Maintenance and Transportation. Sonoma Mountain is in good repair, according to the criteria established by the Office of Public School Construction. On a rotating schedule, we regularly re-carpet/floor, re-paint rooms and make repairs resulting from normal wear and tear.

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

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 11/22/2011	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating	—		—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	21	22	21	
Teachers without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

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

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non - teaching)	1	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

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

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	The Houghton-Mifflin Language Arts textbooks are used in grades K-6. Date of publication: 2003. Last adoption date: 2002. All students have access to a text at school and at home. In addition, students have access to leveled readers, computerized reading assessments and programs, and additional supplemental materials.	0	Houghton Mifflin 2003

Sonoma Mountain Elementary 2010-11
School Accountability Report Card

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Mathematics	Envision Mathematics was adopted in 2007 (publication date: 2007); implemented for the first year in 2008. Every student has access to a textbook at home and at school. By the end of school year 2008-2009, every classroom will have the technology tools necessary so that students can access online internet features through teacher instruction.	0	Envision Math 2008
Science	MacMillan-McGraw-Hill Science is the current textbook; adopted in 2007 (publication date: 2007). Teachers recieved additional professional development in the new science materials, during the 2007-2008 school year.	0	MacMillian McGraw Hill 2007
History-Social Science	MacMillan-McGraw-Hill Social Studies is the current textbook; adopted in 2007 (publication date: 2007).	0	MacMillin McGraw Hill 2007
Foreign Language	n/a	0	n/a
Health	Health education is imbedded within the Health science curriculum.	0	n/a
Science Laboratory Equipment (grades 9-12)	n/a	0	n/a
Visual and Performing Arts	Teachers use "Arts Attack" materials to teach standards-aligned visual arts in the classroom. Singlish and the Brummett Taylor music apprciation series were purchased in 2008 for implementation in the 2008-2009 school year.	0	n/a

VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,090.00	\$815.00	\$4,275.00	\$67,325.00
District	N/A	N/A	\$5,593.00	\$63,219.00
Percent Difference - School Site and District	N/A	N/A	-23.57	6.49
State	N/A	N/A	\$5,455.00	\$65,524.00
Percent Difference - School Site and State	N/A	N/A	-21.63	2.75

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Sonoma Mountain offers an Early Morning Math Class twice a week to any students who want to work more on their math skills. Several teachers also provide tutoring to students either before school or after school on an as-need basis. The Kids Care on our site also provides after school homework clubs to students who need some extra help completing assignments. Our band and choral music classes paid for by SIP and PTA funds are provided to all grade levels. We also have instructional aides in all K-1 classes for 1 1/2 hours daily. A reading specialist works with struggling students on a pull-out basis in the afternoons. Physical Education is provided by a P.E. Technician to 4-6th graders twice weekly, in addition to their classroom teachers' P.E. instruction. A school counselor is also on site one day a week. And, finally, this year we have a computer lab that all classes visit on a weekly basis.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$39,496	\$41,183
Mid-Range Teacher Salary	\$61,941	\$63,647
Highest Teacher Salary	\$69,001	\$80,955
Average Principal Salary (Elementary)	\$94,806	\$102,400
Average Principal Salary (Middle)		\$106,158
Average Principal Salary (High)		\$124,133
Superintendent Salary	\$135,767	\$151,742
Percent of Budget for Teacher Salaries	39	41
Percent of Budget for Administrative Salaries	7	6

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	70	74	73	58	59	59	49	52	54
Mathematics	68	75	73	60	60	58	46	48	50
Science	77	73	64	56	62	55	50	54	57
History-Social Science	0	0	0	0	0	0	41	44	48

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	59	58	55	0
All Students at the School	73	73	64	0
Male	66	69	53	0
Female	82	78	74	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	75	62	0	0
Filipino	0	0	0	0
Hispanic or Latino	54	59	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	78	76	70	0
Two or More Races				
Socioeconomically Disadvantaged	54	63	0	0
English Learners	53	65	0	0
Students with Disabilities	56	61	0	0
Students Receiving Migrant Education Services				

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.4	26.6	6.3
7	0	0	0
9	0	0	0

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	3	3	3

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

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	18	8	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	18	11	10
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	878	815	778
Black or African American		817	696
American Indian or Alaska Native			733
Asian	872	854	898
Filipino		824	859
Hispanic or Latino	783	735	729
Native Hawaiian or Pacific Islander			764
White	900	861	845
Two or More Races			836
Socioeconomically Disadvantaged	800	743	726
English Learners	805	739	707
Students with Disabilities	789	703	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

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

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

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Three full days per school year have been dedicated to professional development during the 08-09, 09-10, 10-11 school years. Activities have included training on newly-adopted textbooks and materials, meeting the needs of English learners and other student groups, differentiated instruction, the teaching of writing, making home-school connections across the curriculum, and applying the latest brain/cognition research to teaching and learning.