

# Sonoma Mountain Elementary Charter School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Sonoma Mountain Elementary Charter School
<b>Street</b>	1900 Rainier Circle
<b>City, State, Zip</b>	Petaluma
<b>Phone Number</b>	7077654305
<b>Principal</b>	Sue Gruber
<b>Email Address</b>	sgruber@oldadobe.org
<b>School Website</b>	<a href="https://www.oldadobe.org/Domain/12">https://www.oldadobe.org/Domain/12</a>
<b>County-District-School (CDS) Code</b>	49 70847 6114755

## 2023-24 District Contact Information

<b>District Name</b>	Old Adobe Union School District-Sonoma Mountain Elementary Charter School
<b>Phone Number</b>	707-765-4321
<b>Superintendent</b>	Michele Gochberg, Cindy Friberg, Co-Superintendents
<b>Email Address</b>	mgochberg@oldadobe.org; cfriber@oldadobe.org
<b>District Website</b>	www.oldadobe.org

## 2023-24 School Description and Mission Statement

Sonoma Mountain School is one of five 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 and revisited in 2023. It states Sonoma Mountain Elementary Charter School is a welcoming place where the whole child is seen, valued, and accepted. Our charter melds the richness of the arts with rigorous academics and social-emotional learning. Working alongside families to develop confident, responsible, life-long learners, we ensure the success of every student. We take pride in our community where kindness, connections, and relationships are the foundation of learning. Additionally the team agreed to this vision for Sonoma Mountain School: The Sonoma Mountain Staff will promote responsible, well-rounded learners who value academic growth, the arts, each other, and the community.

All educational partners in Sonoma Mountain School work together 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. We 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 become 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 very talented teachers, we meet our goals to teach writing daily, using programs called Write Tools and Writing by Design; teach reading and language arts daily, making sure students meet benchmark proficiency several times a year; improve our math skills, both conceptual and computational; teach social studies and science with 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. Our students participate weekly in learning with in-class with devices such as iPads/ChromeBooks (1:1 in all grades, TK-6th). Because of the enormous support of our very active PTA, LCAP Advisory 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, our charter focus, 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

## 2023-24 School Description and Mission Statement

students are on track in their reading development we use the DIBELS and STAR Reading assessments. To ensure our students are writing at grade level, we administer a district writing assessment three times a year for three various text types. In order to measure math growth and proficiency, we administer the STAR Math assessment three times a year. We also administer two state-mandated tests yearly, the SBAC (grades three through six) and the ELPAC (given to English Language Learners).

Finally, our charter focus is exceptional. Art is integrated into all subject areas, and we host an Artist in Residence who teaches our students about various mediums, styles, and artists. Our music teacher uses the ORFF methodologies in instruction. Music fundamentals are a part of all music instruction in TK - 3rd grades, recorders and song flutes to students in grades 3-4, and instrumental band to our students in grades 5-6, chorus for grades 3-6 and Jazz Pack for advanced musicians. In addition, our focus includes a movement/dance component featuring an Artist in Residence who creates a rich, cultural experience for our students.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	56
Grade 2	55
Grade 3	56
Grade 4	56
Grade 5	79
Grade 6	56
Total Enrollment	437

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6%
Male	49.4%
American Indian or Alaska Native	0.5%
Asian	2.7%
Black or African American	0.5%
Filipino	1.8%
Hispanic or Latino	16.9%
Two or More Races	8%
White	69.6%
English Learners	5.5%
Socioeconomically Disadvantaged	13.3%
Students with Disabilities	6.2%

## **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>	18.00	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</b>	0.00	0.00	6.40	6.86	18854.30	6.86
<b>Total Teaching Positions</b>	18.00	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>	18.00	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</b>	0.00	0.00	5.40	6.00	15831.90	5.67
<b>Total Teaching Positions</b>	18.00	100.00	89.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
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	Yes	0

	assessments and programs, and additional supplemental materials.		
<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>	Delta Education. FOSS Next Generation K-8. Adopted 2015. Every student has access to a textbook.	Yes	0
<b>History-Social Science</b>	MacMillan-McGraw-Hill Social Studies. Adopted 2007 (publication date 2007) Every student has access to a textbook.	Yes	0
<b>Health</b>	Health curriculum is embedded in the Science curriculum.		

## School Facility Conditions and Planned Improvements

Sonoma Mountain is in overall good condition.

**Year and month of the most recent FIT report**

11/7/2023

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.

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	66	71	45	46	47	46
<b>Mathematics</b> (grades 3-8 and 11)	57	61	40	40	33	34



## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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>	245	243	99.18	0.82	70.78
<b>Female</b>	120	118	98.33	1.67	76.27
<b>Male</b>	125	125	100.00	0.00	65.60
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	50	100.00	0.00	56.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	16	94.12	5.88	75.00
<b>White</b>	171	170	99.42	0.58	75.29
<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>	32	32	100.00	0.00	46.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	14	87.50	12.50	28.57

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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>	245	243	99.18	0.82	60.91
<b>Female</b>	120	118	98.33	1.67	58.47
<b>Male</b>	125	125	100.00	0.00	63.20
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	50	50	100.00	0.00	46.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	16	94.12	5.88	68.75
<b>White</b>	171	170	99.42	0.58	64.12
<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>	32	32	100.00	0.00	40.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	14	87.50	12.50	21.43

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	37.74	35.90	19.15	21.82	29.47	30.29

## 2022-23 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	78	78	100.00	0.00	35.90
Female	40	40	100.00	0.00	35.00
Male	38	38	100.00	0.00	36.84
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	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	55	100.00	0.00	30.91
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

#### 2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	98	98	98	98	98

## 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.

#### 2023-24 Opportunities for Parental Involvement

We have many ways for parents to participate in the life of our school. Parents' help is essential to keeping our school running smoothly and to help ensure our students' academic, social and emotional success. We have a very active PTA and LCAP Advisory Council. The PTA sponsors student and family activities and organizes fundraisers to support school programs. Our LCAP Advisory Council works with the administration to help make financial decisions for the school-based 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. Relationships are established before the first day of school at our Meet the Teacher and Lemonade Parties. Each class opens its doors to students and parents - everybody prepares for a great school year. In addition, three SoMo University evenings are scheduled throughout the school year. SoMo U is for all of our parents and caregivers. Teachers and support staff offer informational sessions based on grade level learning scope, curriculum, and needs. Parents can select sessions to attend based on what more they want to know and understand to better help their child in the learning journey. Making a commitment to meet with their child's teacher at our twice yearly Parent-Teacher Conferences is another way to stay connected to the school. Parents are also welcome to attend many student performances and showcases of learning including Open House, Art and Music Festival, and field trips. Finally, we have parent helpers in many of the classrooms who help run centers or provide clerical support to teachers. There are always opportunities for involvement!

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	441	41	9.3
Female	224	224	21	9.4
Male	218	217	20	9.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	12	12	2	16.7
Black or African American	2	2	0	0.0
Filipino	9	9	0	0.0
Hispanic or Latino	74	74	10	13.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	35	35	2	5.7
White	308	307	27	8.8
English Learners	24	24	2	8.3
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	65	65	13	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	38	38	2	5.3

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.53	0.23	0.14	1.55	1.52	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0
Female	0	0
Male	0.46	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.32	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.63	0

## 2023-24 School Safety Plan

Our school's safety vision is a place where learning can occur in a welcoming environment free of intimidation, violence, and fear. Sonoma Mountain Charter is dedicated to providing a safe environment for children so they can focus on learning and growing. We are committed to the safety and security of students, staff, and visitors within the school facilities. Professional development and collaborative partnerships are necessary to the success of the safety plan and emergency management efforts that include prevention, preparedness, response, and recovery procedures relevant to potential natural and human-caused crisis.

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 Comprehensive Safety Plan is discussed with the Sonoma Mountain Leadership Team. The Plan was discussed and reviewed by our parent community at a PTA meeting on 10/2/19, and emergency procedures and parent roles are shared in weekly communications in throughout the school year. It is reviewed by staff members at our staff meetings. Officer Miller of the Petaluma Police Department reviewed the Plan on 10/21/19. The Old Adobe Union School District Board reviewed and approved the Plan on 10/24/19. No revisions or updates were made before the OAUSD reviewed the Plan in Feb.2023. The Plan has been reviewed and will be updated again in March 2024.

## 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.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	27		3	
1	28		2	
2	28		2	
3	27		3	
4	28		2	
5	26		3	
6	41		1	1

### 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	25	1	2	
1	28		2	
2	28		2	
3	26		2	
4	26		3	
5	28		2	
6	24		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	26	0	3	0
1	28	0	2	0
2	28	0	2	0
3	28	0	2	0
4	28	0	2	0
5	26	0	3	0
6	28	0	2	0
Other	0	0	0	0

## 2022-23 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	1092.5

## 2022-23 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.

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



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8041.88	705.87	7336.01	85383.17
District	N/A	N/A	2016.23	
Percent Difference - School Site and District	N/A	N/A	113.8	2.6
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	10.7	14.2

## Fiscal Year 2022-23 Types of Services Funded

Sonoma Mountain offers a Response to Intervention program consisting of a credentialed teacher who work with students in K - 6th grade who are not proficient in English Language Arts. We also provide a before and after school tutorial led by a credentialed teacher for students in fourth through sixth grades who need intervention in mathematics and ELA. Our music and art programs are supported by district and PTA funds. Physical Education is provided by P.E. Technicians, in addition to their classroom teachers' P.E. instruction. A school counselor is also on-site three days a week.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	31.86%	29.34%
Percent of Budget for Administrative Salaries	6.29%	5.99%

## 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

## Professional Development

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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5