South County Consortium
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	South County Consortium
Street	200 Douglas St.
City, State, Zip	Petaluma, Ca, 94952-2567
Phone Number	707-778-4641
Principal	Melinda K. Susan
Email Address	msusan@petk12.org
County-District-School (CDS) Code	49708540132357

Entity	Contact Information
District Name	Petaluma City Elementary School District
Phone Number	(707) 778-4813
Superintendent	Gary Callahan
Email Address	gcallahan@petk12.org
Website	www.petalumacityschools.org

School Description and Mission Statement (School Year 2019-20)

The South County Consortium (SoCC) consists of the nine school districts in Petaluma (Petaluma Elementary and Secondary, Old Adobe, Waugh, Cinnabar, Two Rock, Wilmar, Dunham, and Two Rock). There are two programs: non-intensive preschool program and the preschool-high school program. The non-intensive preschool program includes services for students aged 3-5 whose primary disability is speech and language impairment. The array of services includes speech and language therapy only, speech and language and occupational therapy, STRETCH program (4 days a week, for either 1.25 or 2 hours, and includes speech therapy, occupational therapy, and pre-academics). The SoCC preschool to high school program is for students with moderate to severe disabilities. They receive the majority of their instruction in special day classes on various campuses in Petaluma. All additional services are provided within the class. The Lifeskills classes are heterogeneous and include students with autism, intellectual disabilities, and speech and language impairment. The therapeutic support program (TSP) is for students with emotional disabilities.

The mission of the South County Consortium is to support school districts and families in Petaluma and surrounding areas by providing highly specialized programs for students in preschool through high school in their own communities. We support our students by providing integrative, individualized and strength based programs that foster communication, critical thinking, and technology skills. In collaboration with school teams, families, and community we assist students in gaining independence, achievement, and skills for becoming positive members of the community.

The 2018/2019 goals of the SoCC are to increase integration opportunities, continue to strengthen early integration, and increase technology opportunities to increase learning and engagement.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	7
Grade 1	7
Grade 2	5
Grade 3	9
Grade 4	12
Grade 5	11
Grade 6	2
Grade 7	7
Grade 8	10
Grade 9	11
Grade 10	13
Grade 11	9
Grade 12	5
Total Enrollment	101

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	9
Asian	2
Filipino	3
Hispanic or Latino	32
White	75
Two or More Races	5.3
Socioeconomically Disadvantaged	38.9
English Learners	.03
Students with Disabilities	100
Homeless	

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	14	14	274
Without Full Credential	3	3	5	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Handwriting Without Tears Reading Mastery Reading Milestones Explode the Code Edmark Target Spelling (Steck-Vaughn) Primary Phonics (EPS) New Practice Readers (Anderson-Stone-Burton)	Yes	0
Mathematics	Mastering Math (Steck-Vaughn) Learning Basic Mathematics (Hunter-Chouteau- Armstrong)	Yes	0
History-Social Science	Circles (James Stanfield Co) Community Success (Attainment)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Because there is no home school for the South County Consortium and students attend various Petaluma City Schools, we have included the overall FIT Report Results for all schools.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: July 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	5	8	56	56	50	50
Mathematics (grades 3-8 and 11)	0	0	50	52	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	25	80.65	19.35	8.00
Male	27	23	85.19	14.81	8.70
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander					
White	16	12	75.00	25.00	16.67
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	21	19	90.48	9.52	0.00
English Learners	--	--	--	--	--
Students with Disabilities	31	25	80.65	19.35	8.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	31	25	80.65	19.35	0.00
Male	27	23	85.19	14.81	0.00
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	14	12	85.71	14.29	0.00
Native Hawaiian or Pacific Islander					
White	16	12	75.00	25.00	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.48	9.52	0.00
English Learners	--	--	--	--	--
Students with Disabilities	31	25	80.65	19.35	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: 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.

Note: 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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

The students in the TSP program at the high school participate in the workability program and are able to take classes that support careers including Hatchery and other classes that are part of the career technical education (CTE) program (e.g. Digital Design, Culinary). Additionally, all students over the age of 16 have an individual transition plan. Goals are developed as part of this plan. The goals are tied to supporting career development. It can include resume writing and academics that are prep for college. Additionally, students are provided with information about the Department of Rehabilitation and disabilities resources at the Santa Rosa Junior College. In the Lifeskills program, students participate in workability. They have a variety of jobs on campus and have a gardening project.

Students participate in pedestrian safety activities that support their transition to the county programs for 18-22 year olds. Additionally, parents and students are invited to the annual transition fair. The school team also works with the Department of Rehabilitation and North Bay Regional Center to prepare students for independent living and the workforce. Students over 16 have individual transition plans. Goals are developed to prepare them for careers.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The SoCC has a PTO. There is also a facebook page and website. The preschool program hosts monthly parent connection activities for parents and their children. Parents are invited to school performances and field trips. Parents participate in every IEP meeting. Teachers communicate with parents on a weekly basis via text, email or phone. There are parent volunteers in the classroom.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	--	15.4	--	--	15.4	9.7	9.1	9.6
Graduation Rate	--	--	38.5	--	--	38.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	23.8	22.1	17.2	4.1	3.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The SoCC classes are all part of the school safety plan on the host site. Teachers participate in trainings and information sessions on their school sites.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	9	1			7	1			7	2		
6	9	2			8	2			7	2		
Other**	8	3			6	3			7	3		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	3	6			3	8			3	9		
Mathematics	8	2			5	4			5	4		
Science	9	1			5	3			7	3		
Social Science	9	1			8	2			12	2		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.0
Social Worker	0
Nurse	0.8
Speech/Language/Hearing Specialist	4.4
Resource Specialist (non-teaching)	0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$53,649.97	$51,279.05	$2,370.92	$59,800
District	N/A	N/A	$1,053.38	$71,087
Percent Difference - School Site and District	N/A	N/A	77.0	-17.2
State	N/A	N/A	$7,506.64	$80,680
Percent Difference - School Site and State	N/A	N/A	-104.0	-29.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In the non-intensive preschool program, services include speech and language therapy and occupational therapy. There is a STRETCH program that includes speech, occupational therapy, and specialized academic instruction.

All of the students in the preschool-high school program are in special day classes. Based on their Individualized Education Program, students have a variety of services including specialized academic instruction, speech and language services, occupational therapy, physical therapy, adapted physical education, nursing service, vision and hearing services, and counseling.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,289	$49,084
Mid-Range Teacher Salary	$58,449	$76,091
Highest Teacher Salary	$83,968	$95,728
Average Principal Salary (Elementary)	$106,400	$118,990
Average Principal Salary (Middle)	$103,789	$125,674
Average Principal Salary (High)	$111,062	$137,589
Superintendent Salary	$197,667	$230,096
Percent of Budget for Teacher Salaries	34.1%	34.62%
Percent of Budget for Administrative Salaries	5.6%	5.61%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.
*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

The South County Consortium (SoCC) teachers participate in staff development in a variety of ways. They are all under contract with Petaluma City Schools and they receive the same number of PD days. They participate in district offerings and in separate trainings with the SoCC. Trainings are based on a needs assessment with our population. Some focus areas have been: best practices for students with autism, technology in the classroom to support instruction, mindfulness, reading instruction for students with Downs Syndrome, transition planning social stories, behavioral support, legal updates, curriculum for students with moderate/severe disabilities, and IEP goal writing. The PD is done through workshops. In addition, teachers are supported and encouraged to attend conferences and trainings at the county office. We have established mentoring relationships among our staff which include face to face meetings, observations, and phone/text conversations. Teachers are supported through mentoring, coaching in class, and teacher-director meetings.