

Sonoma Mountain Elementary Charter School

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	Sonoma Mountain Elementary Charter School
Street	1900 Rainier Circle
City, State, Zip	Petaluma
Phone Number	7076544305
Principal	Michele Gochberg
Email Address	mgochberg@oldadobe.org
Website	sm.oldadobe.org
County-District-School (CDS) Code	49-70847-6114755

Entity	Contact Information
District Name	Sonoma Mountain Charter School
Phone Number	707-765-4321
Superintendent	Craig Conte
Email Address	cconte@oldadobe.org
Website	www.oldadobe.org

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

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. 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 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 and an art program called Arts Attack. Our students participate weekly in learning 21st Century Skills in our Computer Lab and in-class devices such as ChromeBooks (1:1 in second through sixth grade), iPads, and more. 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 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 instructor teaches singing and basic instruments to students in grades TK-2, recorders and song flutes to students in grades 3-4, and instrumental band to our students in grades 5-6. In addition, our focus includes a movement/dance component featuring an Artist in Residence who creates a rich, cultural experience for our students.

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	82
Grade 2	56
Grade 3	83
Grade 4	57
Grade 5	50
Grade 6	56
Total Enrollment	466

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	2.6
Filipino	1.1
Hispanic or Latino	15.9
White	73.6
Two or More Races	5.2
Socioeconomically Disadvantaged	14.6
English Learners	5.4
Students with Disabilities	9.2
Foster Youth	0.4
Homeless	0.2

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

Teacher Credentials

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

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: October 2018

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Sonoma Mountain is in overall good condition.

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: 11/11/2019

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)	64	61	50	52	50	50
Mathematics (grades 3-8 and 11)	64	65	45	46	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	243	241	99.18	0.82	61.41
Male	131	129	98.47	1.53	50.39
Female	112	112	100.00	0.00	74.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	47.22
Native Hawaiian or Pacific Islander					
White	179	177	98.88	1.12	64.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	48.00
English Learners	15	15	100.00	0.00	46.67
Students with Disabilities	26	25	96.15	3.85	40.00
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	243	241	99.18	0.82	64.73
Male	131	129	98.47	1.53	58.91
Female	112	112	100.00	0.00	71.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	58.33
Native Hawaiian or Pacific Islander					
White	179	177	98.88	1.12	66.10
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	52.00
English Learners	15	15	100.00	0.00	40.00
Students with Disabilities	26	25	96.15	3.85	36.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

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	8.2	30.6	46.9

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)

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 LCAP Advisory Council. The PTA sponsors student and family activities and organizes fundraisers to support school programs.

Our LCAP Advisory Council 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.

Relationships are established before the first day of school at our Meet the Teacher and Lemonade Parties. Each class opens their doors to students and parents - everybody prepares for a great school year. In addition, four evening 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 you want to know and understand to better help your child in his/her learning journey.

Making a commitment to meet with your 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, showcases of learning including Open House, 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!

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	0.2	0.4	1.1	2.1	1.7	1.3	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)

Staff members 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 campus supervisors 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. We also practice soft and hard lock down protocol. Parents are aware of our School Safety Plan and understand their role in emergency procedures.

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	28		2		21	2	3		21	2	2	
1	26		3		28		2		27		3	
2	29		2		26		3		28		2	
3	28		2		28		2		28		3	
4	28		2		26		2		29		2	
5	30		2		28		2		25		2	
6	26		3		29		2		28		2	
Other**												

*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.

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

Title	Ratio
Academic Counselors*	

*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)	.6
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.2
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	

*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	9819.47	960.96	8858.51	71536.92
District	N/A	N/A	1021.32	69,701.40
Percent Difference - School Site and District	N/A	N/A	158.7	2.6
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	16.5	9.7

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)

Sonoma Mountain offers a Response to Intervention program consisting five paraprofessionals who work with students in K - 6th grade who are not proficient in English Language Arts. Also, a paraprofessional works with English Language Learners to provide extra support through intensive reading skills and vocabulary instruction. We also provide a before and after school tutorial for students in fourth through sixth grades who need intervention in mathematics. Our music and art programs are supported for by district and PTA funds. Physical Education is provided by a P.E. Technician, in addition to their classroom teachers' P.E. instruction. A school counselor is also on site three days a week. We have a Computer Lab Technician who supports technology integration in the classroom and coordinates a Computer Lab.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,193	\$45,252
Mid-Range Teacher Salary	\$62,537	\$65,210
Highest Teacher Salary	\$82,446	\$84,472
Average Principal Salary (Elementary)	\$114,403	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$166,339	\$124,686
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	7%

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

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	5	5

Five full days per school year have been dedicated to professional development. In addition to the full staff development days, teachers are released from classrooms for several more full professional development days. After school PD sessions are also conducted at least once per month.

The district focuses on professional development using common district-wide assessments including:

- Four benchmarks for STAR Reading and Math in grades 1st to 6th
- Three benchmarks and progress monitoring using DIBELS NEXT in grades Kindergarten to 2nd
- Smarter Balanced Assessments in ELA and Math in grades 3rd to 6th
- CELDT and Pearson TELL for diagnostic data in ELA for all English Language learners; ELPAC conducted in the Fall and Spring
- Three district writing genres (Narrative, Opinion/Argument, Informational) benchmarks

Teachers are supported through a network of district level leadership positions including a Curriculum Director, and a District Curriculum Leadership Committee, as well as leadership teams at each site. Teachers meet weekly for collaboration and assessment of student data with their grade level peers in PLC groups. Teachers also have after-school collaboration early-release days at least twice a month.

Beginning teachers are supported in the North Coast School of Education Teacher Induction Program. Beginning teachers are provided with a district mentor in this 2 year support program.