

Sonoma Mountain Elementary Charter School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Sonoma Mountain Elementary Charter School
Street	1900 Rainier Circle
City, State, Zip	Petaluma
Phone Number	7077654305
Principal	Indy Monday
Email Address	imunday@oldadobe.org
School Website	https://sm.oldadobe.org/
Grade Span	K-6
County-District-School (CDS) Code	49 70847 6114755

2025-26 District Contact Information

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

2025-26 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.

2025-26 School Description and Mission Statement

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; 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 at each grade level with the help of talented music and art teachers. Our students participate weekly in learning with in-class devices such as ChromeBooks (1:1 in all grades, 1st-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 students are on track in their reading development we use the mClass 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 are proud to have an Art Contractor 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 grade 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 a Movement Instructor who creates a rich, cultural experience for our students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	51
Grade 2	51
Grade 3	55
Grade 4	56
Grade 5	56
Grade 6	56
Total Enrollment	422

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.7
Asian	3.8
Black or African American	0.2
Filipino	1.4
Hispanic or Latino	14.2
Two or More Races	10
White	69.7
English Learners	1.7
Socioeconomically Disadvantaged	15.4
Students with Disabilities	8.8

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	100	82.5	91.78	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.11	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	1.11	11953.1	4.28
Unknown/Incomplete/NA	0	0	5.4	6	15831.9	5.67
Total Teaching Positions	18	100	89.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	100	79.7	90.99	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.9	4.55	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.4	0.46	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.5	3.99	14303.8	5.15
Total Teaching Positions	17	100	87.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	100	85.3	92.69	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	4.22	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	2.8	3.07	13705.8	4.91
Total Teaching Positions	18	100	92	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante is the adopted ELA/ELD curriculum in grades K-6. Date of publication: 2022. Adoption date: 2024.	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)	0
Science	Delta Education. FOSS Next Generation K-8. Adopted 2015.	0
History-Social Science	MacMillan-McGraw-Hill Social Studies. Adopted 2007 (publication date 2007)	0
Health	Health curriculum is embedded in the Science curriculum.	

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

School Facility Conditions and Planned Improvements

Sonoma Mountain is in overall good condition.				
Year and month of the most recent FIT report				10/20/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	69	79	47	52	47	48
Mathematics (grades 3-8 and 11)	65	72	42	45	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	219	98.65	1.35	78.54
Female	104	103	99.04	0.96	81.55
Male	118	116	98.31	1.69	75.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	56.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	85.71

White	156	154	98.72	1.28	82.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	54.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	17	89.47	10.53	52.94

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	220	99.10	0.90	72.27
Female	104	103	99.04	0.96	70.87
Male	118	117	99.15	0.85	73.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	80.95
White	156	155	99.36	0.64	75.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	35	35	100.00	0.00	54.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	38.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	48.21	60.71	32.56	35.71	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	56	56	100.00	0.00	60.71
Female	26	26	100.00	0.00	57.69
Male	30	30	100.00	0.00	63.33
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	59.09
English Learners	0	0	0	0	0
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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.

2025-26 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. 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!

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	430	429	22	5.1
Female	217	217	14	6.5
Male	213	212	8	3.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	2	12.5
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	63	4	6.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	43	1	2.3
White	297	297	14	4.7
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	68	68	4	5.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	47	4	8.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.23	0.22	0	1.52	0.74	0.88	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. Our safety plan also includes staff responsibilities in the event of a prolonged emergency and roles each will play in the event of a school-wide disaster or a disaster in the community. We have worked with the City of Petaluma, Police Dept. North Bay Security Group and COE in disaster planning and establishing roles in the event of a disaster.

The Plan was discussed and reviewed by our parent community at a PTA meeting in February 2026, 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 throughout the school year as well as during staff training with the North Bay Security Group. The Old Adobe Union School District Board reviewed and approved the Plan in February of 2026. The Plan has been reviewed and will be updated again in 2026-27.

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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	1	0
1	27	0	2	0
2	28	0	2	0
3	28	0	2	0
4	28	0	2	0
5	28	0	2	0
6	27	0	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	21	1	2	
1	26		2	
2	26		2	
3	28		2	
4	28		2	
5	28		2	
6	28		2	

2024-25 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	1127.5

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	13143.87	1795.28	11348.58	100970.30
District	N/A	N/A	57.86	
Percent Difference - School Site and District	N/A	N/A	198.0	2.6
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	5.2	23.9

Fiscal Year 2024-25 Types of Services Funded

Sonoma Mountain offers a Response to Intervention program consisting of a credentialed teacher who work with students in K - 5th grade who are not proficient in English Language Arts. 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		\$55,248
Mid-Range Teacher Salary		\$80,746
Highest Teacher Salary		\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary		\$155,954
Percent of Budget for Teacher Salaries	30.37%	25.26%
Percent of Budget for Administrative Salaries	5.93%	6.12%

Professional Development

Professional Development and on-going training of our educators is a priority. Full day professional development days focus on district priorities in the areas of Professional Learning Communities, MTSS, curriculum, and best first instruction. Teachers are released from classrooms for differentiated training more full professional development days. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4