

# South County Consortium

## 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/fq/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.

## 2025-26 School Contact Information

|  |  |
|--|--|
| <b>School Name</b>                       | South County Consortium  |
| <b>Street</b>                            | 200 Douglas St.  |
| <b>City, State, Zip</b>                  | Petaluma, Ca, 94952-2567   |
| <b>Phone Number</b>                      | 707-778-4641   |
| <b>Principal</b>                         | Melinda K. Susan   |
| <b>Email Address</b>                     | msusan@petk12.org  |
| <b>School Website</b>                    | <a href="http://www.petalumacityschools.org">www.petalumacityschools.org</a> |
| <b>Grade Span</b>                        | P-12   |
| <b>County-District-School (CDS) Code</b> | 49708540132357   |

## 2025-26 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Petaluma City Elementary School District                                     |
| <b>Phone Number</b>     | (707) 778-4813   |
| <b>Superintendent</b>   | Matthew Harris   |
| <b>Email Address</b>    | <a href="mailto:mharris@petk12.org">mharris@petk12.org</a>                   |
| <b>District Website</b> | <a href="http://www.petalumacityschools.org">www.petalumacityschools.org</a> |

## 2025-26 School Description and Mission Statement

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 intensive 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 specialized academic instruction). The SoCC preschool to high school program is for students with moderate to severe disabilities/extensive support needs. 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, orthopedic impairment, and significant speech and language impairment. The therapeutic support program (TSP) is for students with social/emotional disabilities and behavior disregulation.

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 2024/2025 goals of the SoCC are to continue to increase integration/inclusion opportunities, continue to strengthen early intervention, and increase technology opportunities to increase learning and engagement. Additionally, the SoCC is working to decrease suspension rates, improve state testing scores, and reduce chronic absenteeism.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 7                  |
| Grade 1                 | 12                 |
| Grade 2                 | 10                 |
| Grade 3                 | 6                  |
| Grade 4                 | 8                  |
| Grade 5                 | 10                 |
| Grade 6                 | 5                  |
| Grade 7                 | 7                  |
| Grade 8                 | 6                  |
| Grade 9                 | 14                 |
| Grade 10                | 13                 |
| Grade 11                | 9                  |
| Grade 12                | 22                 |
| <b>Total Enrollment</b> | <b>129</b>         |

### 2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 20.2                        |
| Male                                | 79.1                        |
| Non-Binary                          | 0.8                         |
| American Indian or Alaska Native    | 1.6                         |
| Asian                               | 3.9                         |
| Black or African American           | 2.3                         |
| Hispanic or Latino                  | 30.2                        |
| Native Hawaiian or Pacific Islander | 1.6                         |
| Two or More Races                   | 3.9                         |
| White                               | 56.6                        |
| English Learners                    | 7                           |
| Foster Youth                        | 0.8                         |
| Homeless                            | 0.8                         |
| Migrant                             | 1.6                         |
| Socioeconomically Disadvantaged     | 51.9                        |
| Students with Disabilities          | 100                         |

## 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 11.2          | 53.03          | 119.9           | 87.63            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 1             | 4.7            | 2               | 1.46             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 6.9           | 32.83          | 9.6             | 7.03             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0             | 0              | 1               | 0.73             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 2             | 9.39           | 4.2             | 3.13             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 21.2          | 100            | 136.8           | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 4.5           | 27.41          | 103.8           | 78.38            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 1             | 6.02           | 1               | 0.76             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 11            | 66.51          | 19.6            | 14.83            | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0             | 0              | 2               | 1.51             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 5.9             | 4.52             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 16.6          | 100            | 132.4           | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 7.3           | 35.24          | 100.9           | 75.42            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 1.2           | 6.06           | 2               | 1.54             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>                      | 7.5           | 36.49          | 17.7            | 13.23            | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>                         | 0             | 0              | 4               | 2.99             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 4.5           | 22.07          | 9               | 6.79             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 20.8          | 100            | 133.7           | 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 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 1.00    | 2       | 4       |
| <b>Misassignments</b>  | 5.90    | 9       | 3.5     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 6.90    | 11      | 7.5     |

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

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

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 85.7    | 77.7    | 37.5    |
| <b>No credential, permit or authorization to teach</b><br>(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 | August, 2024   |  |
|---|--|--|
| 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                           | McGraw Hill-School Education, Reading Wonders K-6<br>McGraw Hill School Education, Studysync, 7-8<br>Handwriting Without Tears Reading Mastery<br>Accelerated Reader TK-6<br>Lexia<br>Read 180<br>Edgenuity<br>Brainpop, Brainpop Jr.<br>Dreambox Learning<br>Raz Plus<br>Learning A-Z<br>Edmark<br>Unique<br>Boom Cards<br>Help Kidz Learn<br>Reading Wonderworks<br>SIPPS<br>Explode the Code, Making Connections<br>Read Naturally<br>IXL | 0  |
| Mathematics                                     | McGraw Hill Everyday Math<br>College Preparatory Mathematics, Core Connections, Courses 1-3, Grades 7-8<br>CPM-high school<br>Freckle Math<br>Dreambox Learning<br>Brainpop, Brainpop Jr.<br>Happy Numbers<br>Raz Plus<br>Unique<br>Learning A-Z<br>Boom Cards<br>Help Kidz Learn  | 0  |

|                               |   |   |
|-------------------------------|---|---|
|                               | Touch Math<br>IXL   |   |
| <b>Science</b>                | Twig Education, Twig Science, K-6 integrated<br>Mystery Science<br>McGraw Hill-Inspire<br>TCI<br>Edgenuity<br>Brainpop, Brainpop Jr.<br>Dreambox Learning<br>Unique<br>Boom Cards   |   |
| <b>History-Social Science</b> | SAVVA K-5 My World Interactive<br>Teachers' Curriculum Institute, History Alive! CA series 7-8<br>TCI<br>HMH World<br>National Geographic/Gov<br>HMH American History<br>Pearson: Economics<br>Edgenuity<br>Circles (James Stanfield Co) Success (Attainment)<br>Brainpop, Brainpop Jr.<br>Dreambox Learning<br>Unique<br>News 2 You<br>Young People's History of the United States | 0 |
| <b>Foreign Language</b>       | Edgenuity   |   |

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

## School Facility Conditions and Planned Improvements

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. SoCC has participated in Williams oversight for the last 3 years and all facilities were noted to be in good standing.

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

August 2024

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |   |
| <b>Interior:</b><br>Interior Surfaces                               | X         |           |           |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |   |
| <b>Electrical</b>   | X         |           |           |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains          | X         |           |           |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                  | X         |           |           |   |
| <b>Structural:</b>  | X         |           |           |   |

## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
| Structural Damage, Roofs  |   |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 17             | 24             | 47               | 47               | 47            | 48            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 12             | 9              | 42               | 43               | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                        | 55                      | 45                   | 81.82                 | 18.18                     | 26.67                          |
| <b>Female</b>                              | 15                      | 13                   | 86.67                 | 13.33                     | 15.38                          |
| <b>Male</b>                                | 40                      | 32                   | 80.00                 | 20.00                     | 31.25                          |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                               | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                            | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                  | 18                      | 16                   | 88.89                 | 11.11                     | 18.75                          |
| <b>Native Hawaiian or Pacific Islander</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                   | --                      | --                   | --                    | --                        | --                             |

|  |    |    |       |       |       |
|--|----|----|-------|-------|-------|
| <b>White</b>   | 28 | 23 | 82.14 | 17.86 | 30.43 |
| <b>English Learners</b>                              | -- | -- | --    | --    | --    |
| <b>Foster Youth</b>                                  | -- | -- | --    | --    | --    |
| <b>Homeless</b>                                      | 0  | 0  | 0     | 0     | 0     |
| <b>Military</b>                                      | 0  | 0  | 0     | 0     | 0     |
| <b>Socioeconomically Disadvantaged</b>               | 30 | 22 | 73.33 | 26.67 | 31.82 |
| <b>Students Receiving Migrant Education Services</b> | 0  | 0  | 0     | 0     | 0     |
| <b>Students with Disabilities</b>                    | 55 | 45 | 81.82 | 18.18 | 26.67 |

## 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                        | 55                      | 45                   | 81.82                 | 18.18                     | 8.89                           |
| <b>Female</b>                              | 15                      | 13                   | 86.67                 | 13.33                     | 0.00                           |
| <b>Male</b>                                | 40                      | 32                   | 80.00                 | 20.00                     | 12.50                          |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>                               | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                            | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                  | 18                      | 16                   | 88.89                 | 11.11                     | 0.00                           |
| <b>Native Hawaiian or Pacific Islander</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Two or More Races</b>                   | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>                               | 28                      | 23                   | 82.14                 | 17.86                     | 17.39                          |
| <b>English Learners</b>                    | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                        | --                      | --                   | --                    | --                        | --                             |
| <b>Homeless</b>                            | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Military</b>                            | 0                       | 0                    | 0                     | 0                         | 0                              |

|  |    |    |       |       |      |
|--|----|----|-------|-------|------|
| <b>Socioeconomically Disadvantaged</b>               | 30 | 22 | 73.33 | 26.67 | 9.09 |
| <b>Students Receiving Migrant Education Services</b> | 0  | 0  | 0     | 0     | 0    |
| <b>Students with Disabilities</b>                    | 55 | 45 | 81.82 | 18.18 | 8.89 |

## 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 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 18.75          | 28.57          | 36.67            | 33.92            | 30.73         | 32.33         |

## 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 |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 42               | 23            | 54.76          | 45.24              | 21.74                   |
| <b>Female</b>  | 12               | 8             | 66.67          | 33.33              | --                      |
| <b>Male</b>  | 30               | 15            | 50.00          | 50.00              | 26.67                   |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 11               | 7             | 63.64          | 36.36              | --                      |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | 23               | 12            | 52.17          | 47.83              | 41.67                   |
| <b>English Learners</b>                              | --               | --            | --             | --                 | --                      |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 24               | 9             | 37.50          | 62.50              | --                      |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 42               | 23            | 54.76          | 45.24              | 21.74                   |

## 2024-25 Career Technical Education Programs

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 must have an individual transition plan. Planning starts much earlier. 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.

Students participate in pedestrian safety activities that support their transition to the district program 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.

## 2024-25 Career Technical Education (CTE) Participation

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

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure  | Percent |
|--|---------|
| <b>Pupils Enrolled in Courses Required for UC/CSU Admission</b>          | 1.72    |
| <b>Graduates Who Completed All Courses Required for UC/CSU Admission</b> | 0       |

## 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 |
|-------------|-------------------------------|---|--|--|--------------------------|
|             |                               |   |  |  |                          |

## 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

The SoCC has an active PTO that communicates through Facebook and Parent Square. There are also SoCC Facebook and Instagram pages. 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. Parents are invited to SoCC board meetings and input meetings regarding the SPSA. Teachers communicate with parents on a daily basis via text, email or

## 2025-26 Opportunities for Parental Involvement

phone. Other parents receive daily updates through reinforcement programs like Class Dojo. There are parent volunteers in the classroom.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator              | 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 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Dropout Rate</b>    | 26.7           | 36.4           | 40             | 26.7             | 36.4             | 40               | 8.2           | 8.9           | 8             |
| <b>Graduation Rate</b> | 40             | 27.3           | 20             | 40               | 27.3             | 20               | 86.2          | 86.4          | 87.5          |

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 15                           | 3                          | 20.0                   |
| <b>Female</b>  | --                           | --                         | --                     |
| <b>Male</b>  | 13                           | 2                          | 15.4                   |
| <b>Non-Binary</b>                                    | 0.0                          | 0.0                        | 0.0                    |
| <b>American Indian or Alaska Native</b>              | 0                            | 0                          | 0.00                   |
| <b>Asian</b>   | --                           | --                         | --                     |
| <b>Black or African American</b>                     | 0                            | 0                          | 0.00                   |
| <b>Filipino</b>                                      | 0                            | 0                          | 0.00                   |
| <b>Hispanic or Latino</b>                            | --                           | --                         | --                     |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                            | 0                          | 0.00                   |
| <b>Two or More Races</b>                             | 0                            | 0                          | 0.00                   |
| <b>White</b>   | 11                           | 1                          | 9.1                    |
| <b>English Learners</b>                              | --                           | --                         | --                     |
| <b>Foster Youth</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Homeless</b>                                      | 0.0                          | 0.0                        | 0.0                    |
| <b>Socioeconomically Disadvantaged</b>               | --                           | --                         | --                     |
| <b>Students Receiving Migrant Education Services</b> | 0.0                          | 0.0                        | 0.0                    |
| <b>Students with Disabilities</b>                    | 15                           | 3                          | 20.0                   |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 141                   | 140                                     | 66                        | 47.1                     |
| Female  | 35                    | 34                                      | 18                        | 52.9                     |
| Male  | 105                   | 105                                     | 48                        | 45.7                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 45                    | 45                                      | 22                        | 48.9                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | --                    | --                                      | --                        | --                       |
| White   | 79                    | 78                                      | 34                        | 43.6                     |
| English Learners                              | 12                    | 12                                      | 6                         | 50.0                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 80                    | 79                                      | 42                        | 53.2                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 140                   | 139                                     | 65                        | 46.8                     |

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 |
| 15.52          | 15.48          | 9.22           | 2.45             | 2.66             | 2.23             | 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                                  | 9.22             | 0.00            |
| Female  | 5.71             | 0.00            |
| Male  | 10.48            | 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                            | 6.67             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 0.00             | 0.00            |
| White   | 10.13            | 0.00            |
| English Learners                              | 8.33             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 12.50            | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 8.57             | 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

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 **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           | 0                  | 0                                    | 0                                     | 0                                   |
| 1           | 0                  | 0                                    | 0                                     | 0                                   |
| 2           | 0                  | 0                                    | 0                                     | 0                                   |
| 3           | 0                  | 0                                    | 0                                     | 0                                   |
| 4           | 0                  | 0                                    | 0                                     | 0                                   |
| 5           | 0                  | 0                                    | 0                                     | 0                                   |
| 6           | 2                  | 6                                    | 0                                     | 0                                   |
| Other       | 8                  | 6                                    | 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           | 0                  | 0                                    | 0                                     | 0                                   |
| 1           | 0                  | 0                                    | 0                                     | 0                                   |
| 2           | 0                  | 0                                    | 0                                     | 0                                   |
| 3           | 0                  | 0                                    | 0                                     | 0                                   |
| 4           | 0                  | 0                                    | 0                                     | 0                                   |
| 5           | 0                  | 0                                    | 0                                     | 0                                   |
| 6           | 0                  | 0                                    | 0                                     | 0                                   |
| Other       | 8                  | 7                                    | 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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 1           | 4                  | 1                                    |                                       |                                     |
| Other       | 9                  | 6                                    |                                       |                                     |

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3                  | 13                                   | 0                                     | 0                                   |
| Mathematics           | 3                  | 11                                   | 0                                     | 0                                   |
| Science               | 3                  | 9                                    | 0                                     | 0                                   |
| Social Science        | 5                  | 9                                    | 0                                     | 0                                   |

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3                  | 16                                   |                                       |                                     |
| Mathematics           | 3                  | 10                                   |                                       |                                     |
| Science               | 3                  | 8                                    |                                       |                                     |
| Social Science        | 5                  | 5                                    |                                       |                                     |

## 2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3                  | 19                                   |                                       |                                     |
| Mathematics           | 3                  | 16                                   |                                       |                                     |
| Science               | 7                  | 3                                    |                                       |                                     |
| Social Science        | 4                  | 9                                    |                                       |                                     |

## 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 | 0     |

## 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) |                                  |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  | 2                                |
| Social Worker   |                                  |
| Nurse   | 1                                |
| Speech/Language/Hearing Specialist                            | 2                                |
| Resource Specialist (non-teaching)                            |                                  |
| Other   | 1.7                              |

## 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                                   | 42759.17                     | 44943.23                            | 2184.07                               | 78695                  |
| District                                      | N/A                          | N/A                                 | 7676.14                               |                        |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -111.4                                | -9.2                   |
| State   | N/A                          | N/A                                 | \$11,146                              |                        |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -132.6                                |                        |

## Fiscal Year 2024-25 Types of Services Funded

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. Some students have vision and hearing services.

All of the students in the preschool-high school program are in special day classes. Based on their Individualized Education Plan, 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, deaf and hard of hearing services, and counseling.

## 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                      |                 |  |
| Mid-Range Teacher Salary                      |                 |  |
| Highest Teacher Salary                        |                 |  |
| Average Principal Salary (Elementary)         |                 |  |
| Average Principal Salary (Middle)             |                 |  |
| Average Principal Salary (High)               |                 |  |
| Superintendent Salary                         |                 |  |
| Percent of Budget for Teacher Salaries        |                 |  |
| Percent of Budget for Administrative Salaries |                 |  |

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|  |   |
|--|---|
| <b>Percent of Students in AP Courses</b> | 0 |
|--|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject  | Number of AP Courses Offered |
|--|------------------------------|
| <b>Computer Science</b>  | 0                            |
| <b>English</b>   | 0                            |
| <b>Fine and Performing Arts</b>  | 0                            |
| <b>Foreign Language</b>  | 0                            |
| <b>Mathematics</b>   | 0                            |
| <b>Science</b>   | 0                            |
| <b>Social Science</b>  | 0                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 0                            |

## Professional Development

Six professional development days have been built into the work year calendar for 2023-2024 with some PD designated as a site specific PD opportunity. The professional development days were divided into elementary and secondary topics, and the PD was delivered in a workshop model with a variety of sessions offered. Some of the workshop sessions offered included culturally responsive pedagogy, campus culture, site-level collaboration/reflection, and calming the anxious mind and body. SoCC also provided highly tailored trainings on positive behavior interventions. Instructional assistants have training monthly. Teachers also are provided time on early-release Wednesdays district wide for teachers to participate in collaboration, professional development, and staff meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 6       | 6       |         |