Sonoma Charter

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	17202 Sonoma Hwy. Sonoma, CA , 95476-3667	**Principal:**	Marc Elin, Director
Phone:	(707) 357-0359	**Grade Span:**	K-8

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 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.

About This School

Marc Elin, Director

📍 Principal, Sonoma Charter

About Our School ————————————————————————

Marc Elin, Director

Contact ——————————————————————————

Sonoma Charter
17202 Sonoma Hwy.
Sonoma, CA 95476-3667

Phone: (707) 357-0359
Email: melin@scs.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sonoma Valley Unified
Phone Number	(707) 935-6000
Superintendent	Rodriguez Chien, Jeanette
Email Address	jchien@sonomaschools.org
Website	http://sonomaschools.org/

School Contact Information (School Year 2023–24)

School Name	Sonoma Charter
Street	17202 Sonoma Hwy.
City, State, Zip	Sonoma, CA , 95476-3667
Phone Number	(707) 357-0359
Principal	Marc Elin, Director
Email Address	melin@scs.k12.ca.us
Website	http://sonomacharterschool.org/
County-District-School (CDS) Code	49709536111678

Last updated: 1/12/24

Sonoma Charter School continues its commitment to educating the whole child. We provide a strong academic program, an extensive arts program, and valuable social emotional learning at every grade level. We provide a balanced curriculum that is based on the California state standards.

Our academic program includes the Grade Level Proficiency Project (GLPPI. GLPP focuses on using student data and staff collaboration in order to meet the individual learning needs of each student. Our staff members enjoy taking the students on field trips so that they can expand their learning opportunities through real world experiences. Our Arts program includes both visual and performing arts, with students doing live performances in our theater.

We have a strong sense of community in our little school. We start each day with a Morning Ceremony where all students and staff gather in our courtyard. This is followed by a Morning Meeting in each classroom. Then, once a month, we have "Family" time where students gather in small groups composed of students from each grade level, so that they can get to know each other while doing an art activity together.

When our students experience conflicts we address the conflicts with a Restorative Practice approach, taking the time to listen to each other, learn from our experience, and develop our social and emotional skills. We work to provide a

c.iring environment , with a knowledgeable staff, parent support, and ongoing partnerships with the community, to ensure the success of every student. Our goal Is to provide a safe and nurturing school where our students, staff, and families can engage with one another and enjoy their lime together.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	36
Grade 1	25
Grade 2	23
Grade 3	27
Grade 4	23
Grade 5	24
Grade 6	14
Grade 7	18
Grade 8	21
Total Enrollment	211
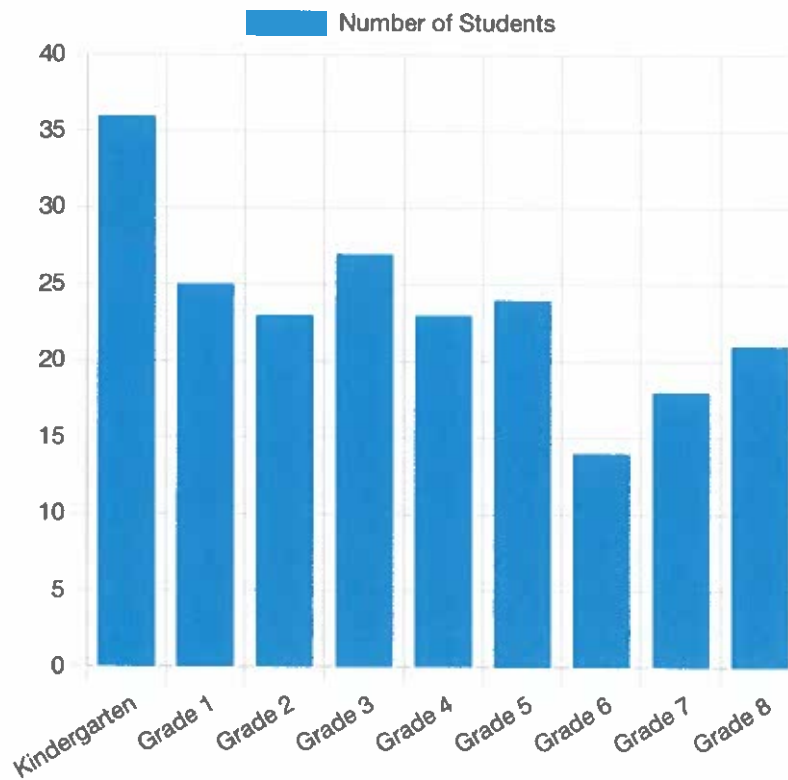
Last updated: 1/12/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	48.80%	English Learners	23.70%
Male	51.20%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.50%
American Indian or Alaska Native	0.50%	Migrant	1.90%
Asian	0.90%	Socioeconomically Disavantaged	37.40%
Black or African American	0.90%	Students with Disabilities	10.90%
Filipino	0.00%		
Hispanic or Latino	50.70%		
Native Hawaiian or Pacific Islander	0.50%		
Two or More Races	2.80%		
White	43.60%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

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)	8.50	94.44%	184.90	86.09%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	3.90	1.86%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	8.30	3.89%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	6.60	3.09%	12115.80	4.41%
Unknown/Incomplete/NA	0.50	5.56%	10.80	5.05%	18854.30	6.86%
Total Teaching Positions	9.00	100.00%	214.80	100.00%	274759.10	100.00%

The school data contained in the tables below is incorrect in that it left out 1 intern teacher. This is the result of a data-entry error in the state data bank. Teachers considered "without credentials" include the intern, who holds an intern credential, and the art teacher.

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.

Last updated: 1/12/24

Teacher Preparation and Placement (School Year 2021–22)

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)	8.10	71.02%	178.60	88.32%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	6.00	3.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.90	17.32%	7.10	3.55%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	7.00	3.51%	11953.10	4.28%
Unknown/Incomplete/NA	1.30	11.58%	3.20	1.62%	15831.90	5.67%
Total Teaching Positions	11.40	100.00%	202.20	100.00%	279044.80	100.00%

The school data contained in the tables below is incorrect in that it left out 1 intern teacher. This is the result of a data-entry error in the state data bank. Teachers considered "without credentials" include the intern, who holds an intern credential, and the art teacher.

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.

Last updated: 1/12/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.90

Last updated: 11/2/23

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

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: Not Available

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company "Core" Lexia Learning Power Up Literacy Classroom Libraries/leveled Literacy	Yes	0
Mathematics	Eureka Math K-5 Open Up Resources 6-8 (adopted 2022) Oreambox Learning	Yes	0
Science	Mystery Science FOSS Science Curriculum	Yes	0
History-Social Science	American Reading Company "Core" K-6 (2018) Prentice Hall History 7-8. (2006)	No	0
Foreign Language	N/A		0
Health	Oakland Unified "Healthy Kids/Teens· health education curriculum	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Teacher-created materials Various plays Music scores		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/12/24

School Facility Conditions and Planned Improvements

The campus of Sonoma Charter School, owned by Sonoma Valley Unified School D:strict, was deemed to be in "Good Repair" according to the FIT assessment conducted annually.

See next page

Last updated: 1/12/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2023

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Good

Last updated: 1/12/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
     2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
     3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Sonoma Charter is slowly recovering from the impact of COVID closures. The school's scores exceed those of the District and State, but there is plenty of room for improvement.

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	48%	49%	38%	37%	47%	46%
Mathematics (grades 3-8 and 11)	35%	38%	21%	23%	33%	34%

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

Last updated: 1/12/24

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	126	98.44%	1.56%	49.21%
Female	56	55	98.21%	1.79%	45.45%
Male	72	71	98.61%	1.39%	52.11%
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	66	65	98.48%	1.52%	27.69%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	53	52	98.11%	1.89%	75.00%
English Learners	25	24	96.00%	4.00%	4.17%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	59	58	98.31%	1.69%	41.38%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24%	4.76%	10.00%

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

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.

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.

Last updated: 1/12/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment

Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	126	98.44%	1.56%	38.10%
Female	56	55	98.21%	1.79%	32.73%
Male	72	71	98.61%	1.39%	42.25%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	66	65	98.48%	1.52%	23.08%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	53	52	98.11%	1.89%	55.77%
English Learners	25	24	96.00%	4.00%	4.17%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	59	58	98.31%	1.69%	31.03%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24%	4.76%	10.00%

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

Last updated: 1/12/24

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

Our achievement in Science will be a focus for our new LCAP

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	32.35%	15.56%	18.97%	23.97%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
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.
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.

Last updated: 1/12/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	45	97.83%	2.17%	15.56%
Female	22	22	100.00%	0.00%	18.18%
Male	24	23	95.83%	4.17%	13.04%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	25	24	96.00%	4.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	16	100.00%	0.00%	43.75%
English Learners	12	11	91.67%	8.33%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	19	18	94.74%	5.26%	5.56%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with	--	--	--	--	--

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

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.

Last updated: 1/12/24

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

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	94.7%	68.4%	79%	68%	79%
7	95.2%	62%	68%	62%	68%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
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.

Last updated: 1/12/24

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

Opportunities for Parental Involvement (School Year 2023–24)

We have a variety of opportunities for parent involvement.

Charter Community Connection - This is our Parent-Teacher organization. This group meets once each month to talk about school events that help to foster a strong sense of community as well as fundraising events that help to support all of our wonderful enrichment programs.

ELAC – English Learner Advisory Council – This is a parent group for parents of our English Learners. They give input on the English Learner program and school plans.

School Board - Made up of parents, staff, and community members, all are welcome to attend and give input in person or via Zoom

Volunteers - Many parents and family members volunteer in the classrooms, on fieldtrips, and in other activities

Morning Ceremony - Our whole community is invited to attend this event each morning.

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)

Students at Sonoma Charter (K-8) do not graduate, they are promoted to high school.

Indicator	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate	0%	0%	0%	2.5%	2.8%	1.0%	9.4%	7.8%	8.2%
Graduation Rate				87.9%	92.7%	93.0%	83.6%	87%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
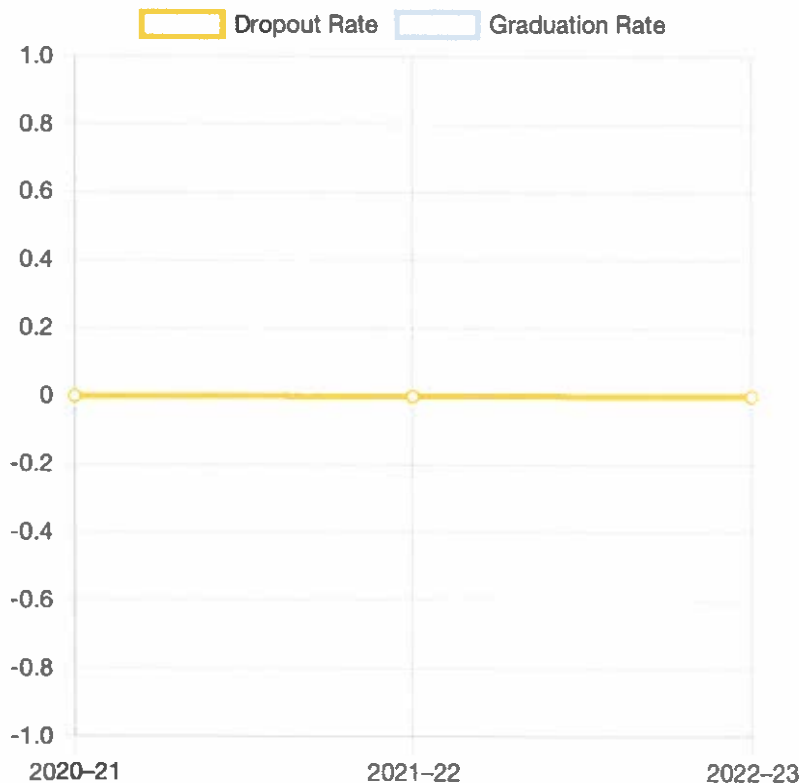
Last updated: 1/12/24

Chronic Absenteeism by Student Group (School Year 2022–23)

Attendance at Sonoma Charter School has been a challenge since the COVID closures. It is something we will be addressing further in our new LCAP.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	224	218	76	34.9%
Female	112	108	37	34.3%
Male	112	110	39	35.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	1	100.0%
Asian	2	2	0	0.0%
Black or African American	4	4	1	25.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	112	109	52	47.7%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	6	6	1	16.7%
White	98	95	21	22.1%
English Learners	51	49	30	61.2%
Foster Youth	0	0	0	0.0%
Homeless	4	4	4	100.0%
Socioeconomically Disadvantaged	95	91	34	37.4%
Students Receiving Migrant Education Services	4	4	2	50.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	30	29	13	44.8%

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.

Last updated: 1/12/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	3.57%	0.00%	4.33%	4.31%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.24%	0.00%	0.07%	0.08%

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.

Last updated: 1/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.57%	0.00%
Female	1.79%	0.00%
Male	5.36%	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	3.57%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.06%	0.00%
English Learners	3.92%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.11%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.67%	0.00%

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

Last updated: 1/12/24

School Safety Plan (School Year 2023–24)

Our school safety plan is reviewed each year and updated as necessary.

Last updated: 1/12/24

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	2		0
1	23.00		1	0
2	26.00		1	0
3	24.00		1	0
4	25.00		1	0
5	24.00		1	0
6	27.00		1	0
Other**			0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	2	1	0
1	22.00		1	0
2	26.00		1	0
3	26.00		1	0
4	25.00		1	0
5	22.00		1	0
6	20.00	2	0	0
Other**			0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	1	1	0
1	25.00	0	1	0
2	23.00	0	1	0
3	27.00	0	1	0
4	23.00	0	1	0
5	24.00	0	1	0
6	14.00	1	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	2	0	0
Mathematics	19.00	2	0	0
Science	19.00	2	0	0
Social Science	19.00	2	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	1	1	0
Mathematics	18.00	1	1	0
Science	18.00	2	0	0
Social Science	18.00	1	1	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	20.00	2	0	0
Mathematics	20.00	2	0	0
Science	19.00	2	0	0
Social Science	20.00	2	0	0

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

Last updated: 1/12/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

N/A , K-8 school, no academic counselor

Title	Ratio
Pupils to Academic Counselor*	0

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

Last updated: 1/12/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	0.20

* 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.

Last updated: 1/12/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Expenditures are estimated

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11471.00	$1755.00	$9716.00	$67075.00
District	N/A	N/A	--	$78773.00
Percent Difference – School Site and District	N/A	N/A	--	15.00%
State	N/A	N/A	$7606.62	$81984.00
Percent Difference – School Site and State	N/A	N/A	--	18.00%

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

Last updated: 1/12/24

Types of Services Funded (Fiscal Year 2022–23)

In school year 2022-23, Sonoma Charter School provided services consistent with the Multi· Tiered Systems of Support: reading intervention, special education for learning and speech/language disabilities, occupational therapy, deaf and hard of hearing services, low vision services, classroom aides for one-on-one and small group instruction, leveled instruction, counseling services, and continued implementation of our social emotional learning program.
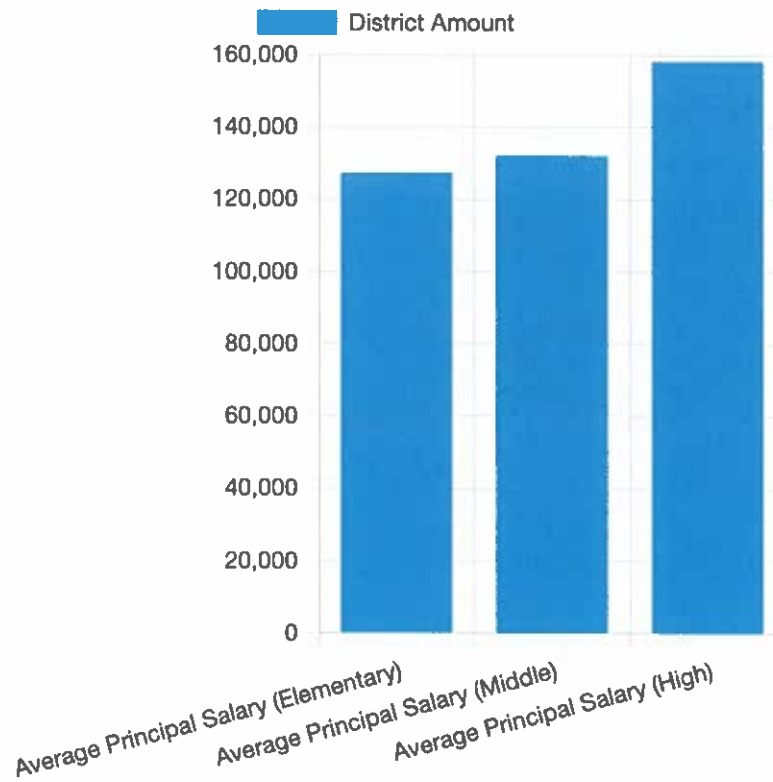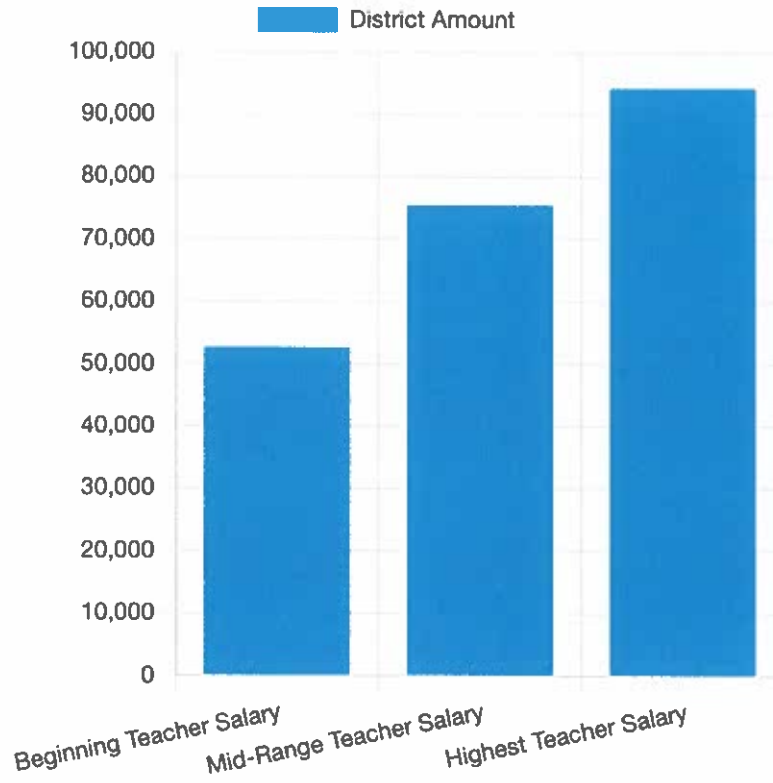
Last updated: 1/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Sonoma Charter School salaries for 2020-21 were very close to those for the District, except the Director made $115,000. The interim Superintendent made $30,000

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52647.00	$50875.07
Mid-Range Teacher Salary	$75420.00	$79760.63
Highest Teacher Salary	$94294.00	$103044.52
Average Principal Salary (Elementary)	$127363.00	$128153.79
Average Principal Salary (Middle)	$132230.00	$131773.77
Average Principal Salary (High)	$158350.00	$142675.82
Superintendent Salary	$230000.00	$211462.18
Percent of Budget for Teacher Salaries	26.96%	30.11%
Percent of Budget for Administrative Salaries	4.73%	5.49%

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

District Amount

Chart of teacher salaries:
- Beginning Teacher Salary: ~52,000
- Mid-Range Teacher Salary: ~75,000
- Highest Teacher Salary: ~94,000

District Amount

Chart of principal salaries:
- Average Principal Salary (Elementary): ~127,000
- Average Principal Salary (Middle): ~132,000
- Average Principal Salary (High): ~157,000

Last updated: 1/12/24

Professional Development

Staff received first aid and CPR training, suicide prevention training, and professional development in English/Language Arts, Math, Positive Behavior Intervention and Support, and meeting the needs of English Learners.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/12/24