

South County Consortium

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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. They receive the majority of their instruction in special day classes on various campuses in Petaluma. All additional services are provided within the class. The Lifeskills classes are heterogeneous and include students with autism, intellectual disabilities, and speech and language impairment. The therapeutic support program (TSP) is for students with emotional disabilities.

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

The 2020/2021 goals of the SoCC are to increase integration opportunities, continue to strengthen early integration, and increase technology opportunities to increase learning and engagement.

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 7 |
| Grade 1 | 11 |
| Grade 2 | 5 |
| Grade 3 | 9 |
| Grade 4 | 9 |
| Grade 5 | 10 |
| Grade 6 | 2 |
| Grade 7 | 6 |
| Grade 8 | 8 |
| Grade 9 | 11 |
| Grade 10 | 15 |
| Grade 11 | 9 |
| Grade 12 | 6 |
| Total Enrollment | 108 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 2.8 |
| American Indian or Alaska Native | 0.9 |
| Asian | 0.9 |
| Filipino | 0.9 |
| Hispanic or Latino | 28.7 |
| White | 60.2 |
| Two or More Races | 5.6 |
| Socioeconomically Disadvantaged | 45.4 |
| English Learners | 8.3 |
| Students with Disabilities | 78.7 |
| Foster Youth | 1.9 |
| Homeless | |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 14 | 14 | 14 | 129 |
| Without Full Credential | 3 | 5 | 5 | 8 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2019

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

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.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: July 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 8 | N/A | 56 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 0 | N/A | 52 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 0 | N/A | 44 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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

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

Career Technical Education (CTE) Participation (School Year 2019-2020)

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

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission | 26.83 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

The SoCC has an active PTO that communicates through Facebook and Parent Square. There is also a SoCC Facebook page. We have developed a parent resource page to provide parent support during distance learning. 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 distance learning. Teachers communicate with parents on a daily basis via text, email or phone. During distance learning, many attend class iwth their children. There are parent volunteers in the classroom.

State Priority: Pupil Engagement

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

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

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

| Indicator | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | -- | 15.4 | -- | -- | 15.4 | -- | 9.1 | 9.6 | 9 |
| Graduation Rate | -- | 38.5 | -- | -- | 38.5 | -- | 82.7 | 83 | 84.5 |

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 23.8 | 22.1 | 4.1 | 3.4 | 3.6 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 32.69 | 6.4 | NA |
| Expulsions | 0 | 0 | NA |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 7 | 1 | | | 7 | 2 | | | | | | |
| 6 | 8 | 2 | | | 7 | 2 | | | | | | |
| Other** | 6 | 3 | | | 7 | 3 | | | 8 | 7 | | |

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

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-----------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| English Language Arts | 3 | 8 | | | 3 | 9 | | | 3 | 7 | | |
| Mathematics | 5 | 4 | | | 5 | 4 | | | 5 | 3 | | |
| Science | 5 | 3 | | | 7 | 3 | | | 3 | 5 | | |
| Social Science | 8 | 2 | | | 12 | 2 | | | 4 | 5 | | |

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 0 |

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

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 2 |
| Social Worker | |
| Nurse | 0.8 |
| Speech/Language/Hearing Specialist | 4.4 |
| Resource Specialist (non-teaching) | |
| Other | |

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$52,301.44 | \$389.48 | \$51,911.96 | \$63,482 |
| District | N/A | N/A | \$5,615 | \$73,153 |
| Percent Difference - School Site and District | N/A | N/A | 161.0 | -14.2 |
| State | N/A | N/A | \$7,750 | \$83,059 |
| Percent Difference - School Site and State | N/A | N/A | 148.0 | -26.7 |

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

Types of Services Funded (Fiscal Year 2019-2020)

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, and counseling.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | \$44,479 | \$49,782 |
| Mid-Range Teacher Salary | \$60,056 | \$76,851 |
| Highest Teacher Salary | \$86,277 | \$97,722 |
| Average Principal Salary (Elementary) | \$103,961 | \$121,304 |
| Average Principal Salary (Middle) | \$109,099 | \$128,629 |
| Average Principal Salary (High) | \$117,833 | \$141,235 |
| Superintendent Salary | \$212,364 | \$233,396 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Percent of Budget for Teacher Salaries | 32.61% | 33.48% |
| Percent of Budget for Administrative Salaries | 4.22% | 5.57% |

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

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

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

Our classified assistants have access to an Exceptional Child account where they are assigned trainings in disability awareness including autism, intellectual disabilities and emotional disabilities. They also learn behavioral supports and strategies, instructional supports, Covid19 support-safety, and social emotional supports. They also take modules on the CAPTAIN website.

All staff participate in Pro-Act training.