

Sonoma Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

| | |
|--|---------------------------|
| School Name | Sonoma Elementary School |
| Street | 1325 Sonoma Avenue |
| City, State, Zip | Modesto, CA 95355-3999 |
| Phone Number | (209) 574-8432 |
| Principal | Linda Reece-Wahl |
| Email Address | reece.l@modesto.k12.ca.us |
| School Website | sonoma.mcs4kids.com |
| County-District-School (CDS) Code | 50711676093512 |

2022-23 District Contact Information

| | |
|---------------------------------|--------------------------------|
| District Name | Modesto City School District |
| Phone Number | (209) 574-1500 |
| Superintendent | Sara Noguchi, Ed.D |
| Email Address | MummaSolorio.L@monet.k12.ca.us |
| District Website Address | www.mcs4kids.com |

2022-23 School Overview

Our Sonoma School Vision Statement:

Every student will transition from Sonoma Elementary to junior high with the skills, knowledge, and character traits essential to thrive and contribute to their school and the community.

Our Sonoma School Mission Statement:

Provide a rigorous, relevant, and diverse educational program that engages and motivates all students to reach their individual potential.

All Sonoma School Staff will be professional and will work collaboratively to raise the level of student achievement. The primary role of teachers at Sonoma School is to help students meet and exceed grade level standards by teaching to the highest expectation of student success. Effective Instruction that is grounded in research and based in district adopted curriculum will be delivered in a manner that promotes higher level thinking skills through engagement in meaningful activities. Success will be measured by positive student outcomes including academic and social growth. Sonoma School was recently named a 2020 California Distinguished School.

Sonoma continues to adhere to a PBIS model to approach behavior concerns at the site. Efforts are being made to specifically teach desired appropriate behaviors and reinforce them through positive rewards and incentives. Staff are trained on the concept of Restorative Practices to help support students with conflict resolution skills. All stakeholders, school staff, parents, and community members will work together to maintain a cooperative relationship and work to benefit each child.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 78 |
| Grade 1 | 54 |
| Grade 2 | 53 |
| Grade 3 | 68 |
| Grade 4 | 56 |
| Grade 5 | 65 |
| Grade 6 | 74 |
| Total Enrollment | 448 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.3 |
| Male | 52.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.5 |
| Black or African American | 0.4 |
| Filipino | 2.9 |
| Hispanic or Latino | 58.5 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 5.6 |
| White | 27.5 |
| English Learners | 15.6 |
| Foster Youth | 0.0 |
| Homeless | 0.9 |
| Migrant | 0.2 |
| Socioeconomically Disadvantaged | 62.9 |
| Students with Disabilities | 13.8 |



A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.50 | 92.97 | 614.30 | 89.07 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 11.60 | 1.69 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.30 | 1.74 | 13.70 | 1.99 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 31.90 | 4.64 | 12115.80 | 4.41 |
| Unknown | 0.90 | 5.23 | 17.90 | 2.61 | 18854.30 | 6.86 |
| Total Teaching Positions | 18.90 | 100.00 | 689.70 | 100.00 | 274759.10 | 100.00 |

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.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.60 | 80.19 | 608.70 | 88.15 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 14.20 | 2.06 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.10 | 6.09 | 20.90 | 3.03 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.30 | 6.86 | 32.70 | 4.75 | 11953.10 | 4.28 |
| Unknown | 1.30 | 6.81 | 13.90 | 2.01 | 15831.90 | 5.67 |
| Total Teaching Positions | 19.50 | 100.00 | 690.50 | 100.00 | 279044.80 | 100.00 |

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.30 | 1.10 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.30 | 1.10 |

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.00 |
| Local Assignment Options | 0.00 | 0.30 |
| Total Out-of-Field Teachers | 0.00 | 1.30 |

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 9.50 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0.00 |

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Year and month in which the data were collected

October 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|-----------------------------|--|
| Reading/Language Arts | World of Wonders, Maravillas, Wonders, Wonder Works, 2017 | Yes | 0 |
| Mathematics | SWUN Math, 2020 | Yes | 0 |

| | | | |
|--|----------------------|-----|---|
| Science | Discovery Ed, 2019 | Yes | 0 |
| History-Social Science | Studies Weekly, 2019 | Yes | 0 |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at mcs4kids.com.

The main entrance of Sonoma School is accessed through an electric front door into a long hallway. This is to accommodate the physically handicapped students on campus. A Modesto City Schools sign is posted at the entrance stating that all visitors are required to check in with the front office and we utilize the electronic check-in system called Raptor. To ensure the safety of our students in cohorts during the hybrid learning model students will be enter in specified locations by grade level. Students are supervised by yard duties during arrival and dismissal times. Students have morning and afternoon recesses in addition to a lunch break. A certificated teacher oversees Traffic Patrol, school crossing guards before and after school. The parking lot is closed before and after school except for the buses of physically handicapped students. Certificated and/or classified employees wait at the bus zone to greet students exiting the bus at arrival time and assist students boarding the buses at dismissal time.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has classrooms, a cafeteria, library, pool building, staff room, and an administration office. CCS Therapy Unit also shares a portion of the campus. The main campus was built in 1973 and opened in 1973.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund (Fund 01) to annually contribute \$2 million to Facility Maintenance (Fund 14) to be used for new construction and maintenance projects throughout the District, \$2 million to Routine Restricted Maintenance (Fund 14) for maintenance projects throughout the District and \$2 million to Facility Improvements (Fund 40) for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first.

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Year and month of the most recent FIT report

7/14/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Unsecured items stored too high |
| Electrical | X | | | Electrical panel blocked |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|---|---|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | | | X | Exit blocked, Blocked fire extinguisher and/or fire pull, Unsecured cabinet at exit, Bad emergency light, Exit door stuck, Excessive art/paper on walls and/or hanging from ceiling |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | No appropriate age sign/labels |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 54 | N/A | 28 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 50 | N/A | 18 | N/A | 33 |

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 257 | 250 | 97.28 | 2.72 | 54.40 |
| Female | 130 | 127 | 97.69 | 2.31 | 56.69 |
| Male | 127 | 123 | 96.85 | 3.15 | 52.03 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 150 | 145 | 96.67 | 3.33 | 48.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 86.67 |
| White | 77 | 75 | 97.40 | 2.60 | 54.67 |
| English Learners | 36 | 35 | 97.22 | 2.78 | 17.14 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 159 | 154 | 96.86 | 3.14 | 40.26 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 31 | 26 | 83.87 | 16.13 | 15.38 |

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 257 | 249 | 96.89 | 3.11 | 49.80 |
| Female | 130 | 126 | 96.92 | 3.08 | 49.21 |
| Male | 127 | 123 | 96.85 | 3.15 | 50.41 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 150 | 145 | 96.67 | 3.33 | 43.45 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 80.00 |
| White | 77 | 74 | 96.10 | 3.90 | 51.35 |
| English Learners | 36 | 36 | 100.00 | 0.00 | 11.11 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 159 | 153 | 96.23 | 3.77 | 40.52 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 31 | 27 | 87.10 | 12.90 | 14.81 |

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 48.33 | 0 | 15.01 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 63 | 60 | 95.24 | 4.76 | 48.33 |
| Female | 33 | 32 | 96.97 | 3.03 | 31.25 |
| Male | 30 | 28 | 93.33 | 6.67 | 67.86 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 37 | 34 | 91.89 | 8.11 | 38.24 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 19 | 19 | 100 | 0 | 68.42 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 36 | 33 | 91.67 | 8.33 | 33.33 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 93.65% | 93.65% | 92.06% | 92.06% | 92.06% |

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.

2022-23 Opportunities for Parental Involvement

Contact Person: Linda Reece-Wahl, Principal

COMMUNICATE

Communication between home and school is regular, two-way and meaningful.

Newsletters, flyers, and a school-wide calendar are sent home by PTA and administration to inform parents of upcoming events and important information. Facebook Sonoma School and PTA accounts as well as a Sonoma School Instagram account are set up to strengthen communication. The school website is updated and promoted for student and parent communication. Sonoma hosts a Back To School Night during the first month of school as an opportunity for parents to meet their child's teacher and receive information about classroom routines/expectations and grade level curriculum.

Parents are welcome in the school and are actively pursued for volunteering, following COVID-19 and other health directives from our county. We also host a monthly Coffee with the Principal event, allowing parents to come to school, learn more about the recent school progress and events and have an opportunity to ask questions and participate.

Teachers conference with parents via telephone, Microsoft TEAMS, written notes or in person and help parents with strategies for supporting school work and homework. Parents are provided report cards at the end of each trimester that details their child's academic progress for the school year. Progress reports are sent home to at-risk students throughout the school year. Parents are able to email, call, or meet in person their child's teacher for clarification on issues pertaining to their child.

Parents have access to PowerSchool to monitor attendance and grades via the district's website where applicable. Parents receive automated phone messages (Parent Square) reminding them of important upcoming events, minimum days, important deadlines or school safety concerns, etc. A copy of the Parental Involvement Plan which the ELAC, SSC and Parent Engagement Committee provide input on is located in the front office so that it is accessible to parents.

COLLABORATE

2022-23 Opportunities for Parental Involvement

Parents play an integral role in assisting student learning. Through effective collaboration we will see an increase in student achievement. Parent support and assistance is needed and welcomed. The school partners with parent and community organizations to assist in achieving our school goals. Parenting skills are promoted and supported. Parents are encouraged to participate in site level and district level committees to advocate for raising the level of academic achievement.

Parents are encouraged to participate in committees such as the Sonoma School Site Council, Parent Engagement Committee, English Learners Advisory Committee, Sonoma PTA and the School Safety Committee. Meeting agendas are published 72 hours in advance for these meetings and all parents are encouraged to attend even if they are not an elected voting member.

CELEBRATE

It is imperative to take time to celebrate our achievements throughout the school year. Parents need to be included in the celebration activities as they play an integral role in their child's success. Parents are invited to attend student recognition assemblies on a monthly basis where students are honored for Student of the Month, Character Traits, Attendance, etc.

Parents are invited to the annual Open House Night in the spring to view completed projects and student work. Parents are informed of academic achievements such as Spelling Bee winners, essay contest winners, etc. via newsletters, marquee messages and Parent Square announcements.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| All Students | 474 | 467 | 218 | 46.7 |
| Female | 227 | 224 | 105 | 46.9 |
| Male | 247 | 243 | 113 | 46.5 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 15 | 15 | 4 | 26.7 |
| Black or African American | 2 | 2 | 2 | 100.0 |
| Filipino | 13 | 13 | 0 | 0.0 |
| Hispanic or Latino | 270 | 265 | 132 | 49.8 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 2 | 66.7 |
| Two or More Races | 30 | 29 | 12 | 41.4 |
| White | 131 | 130 | 63 | 48.5 |
| English Learners | 76 | 75 | 36 | 48.0 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 5 | 5 | 4 | 80.0 |
| Socioeconomically Disadvantaged | 308 | 302 | 159 | 52.6 |
| Students Receiving Migrant Education Services | 2 | 2 | 2 | 100.0 |
| Students with Disabilities | 81 | 78 | 44 | 56.4 |

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.80 | 2.23 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.00 | 0.63 | 0.06 | 2.94 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.01 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.63 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.21 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.29 | 0.00 |
| English Learners | 1.32 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.65 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2022-23 School Safety Plan

The Sonoma School Safety Committee consists of teachers, classified employees, parents and administration. The committee updates and revises the Sonoma School Safety Plan annually. The Safety Plan addresses crisis and emergency procedures such as lockdowns, fire drills and evacuation as well as a plan for pedestrian safety, parking lot procedures and visitor identification procedures.

The Safety Plan was last reviewed and updated on April 14, 2022, and last discussed with staff on August 4, 2022.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 21 | 1 | 6 | |
| 1 | 12 | 2 | 2 | |
| 2 | 12 | 3 | 1 | |
| 3 | 17 | 1 | 3 | |
| 4 | 17 | 2 | 1 | |
| 5 | 18 | 3 | | |
| 6 | 17 | 2 | 1 | 1 |
| Other | 13 | 2 | | |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 | 10 | 4 | 3 | |
| 1 | 11 | 3 | 2 | |
| 2 | 11 | 3 | 2 | |
| 3 | 9 | 4 | 2 | |
| 4 | 17 | 2 | 1 | |
| 5 | 12 | 4 | 2 | |
| 6 | 11 | 4 | 1 | 1 |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 13 | 3 | 3 | |
| 1 | 9 | 4 | 2 | |
| 2 | 18 | 1 | 2 | |
| 3 | 14 | 3 | 2 | |
| 4 | 11 | 3 | 2 | |
| 5 | 16 | 2 | 1 | 1 |
| 6 | 12 | 4 | 1 | 1 |

2021-22 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 |

2021-22 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.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.6 |
| Social Worker | |
| Nurse | 1.2 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3.6 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | 16277.21 | 6356.00 | 9921.21 | 119659.26 |
| District | N/A | N/A | 9,336.43 | 93,071 |
| Percent Difference - School Site and District | N/A | N/A | 6.1 | 25.0 |
| State | N/A | N/A | \$6,594 | 85,856 |
| Percent Difference - School Site and State | N/A | N/A | 40.3 | 32.9 |

2021-22 Types of Services Funded

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. The most recent LCAP can be found here: <https://www.mcs4kids.com/o/mcs/page/lcff-and-lcap>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | 61,523 | 51,081 |
| Mid-Range Teacher Salary | 87,787 | 77,514 |
| Highest Teacher Salary | 114,050 | 105,764 |
| Average Principal Salary (Elementary) | 131,404 | 133,421 |
| Average Principal Salary (Middle) | 136,168 | 138,594 |
| Average Principal Salary (High) | 154,950 | 153,392 |
| Superintendent Salary | 278,710 | 298,377 |
| Percent of Budget for Teacher Salaries | 32.22 | 31.60 |
| Percent of Budget for Administrative Salaries | 5.55 | 4.97 |

Professional Development

Professional development in MCS is data driven using research-based best practices to ensure our students receive a guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, Induction and intern mentor programs, Peer Assistance Review (PAR) program, as well as an Administrative Induction Program. For the fourth year, MCS has provided the opportunity for 1% compensation for certificated and management who choose to complete an extra twelve hours of professional development outside of their normal work day. We offer the same incentive for classified, but at a flat rate compensation of \$400 for the first 6 hours and \$400 for the second 6 hours of voluntary professional development hours.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, English Learners, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. The Curriculum and Instruction & Professional Development Division is tasked with increasing the quality and quantity of professional development provided to classified, certificated, and managers alike.

Coming out of the COVID closures, we have focused our efforts on our Instructional Core:

- **Instructional Core Vision:** Every student deserves a guaranteed instructional program, not by chance, but by design, including Board-adopted curriculum, researched-based best practices, and authentic relationships and assessments that guide instruction.
- **Supporting All Learners:** Intentionally planning lessons with consideration for strategies, scaffolds, and interventions that create equitable learning opportunities for all students.
- **Board-adopted Curriculum:** Intentionally utilizing the currently adopted curriculum to ensure equitable access for all students to rigorous content standards. Understanding how the curriculum design supports students' progression over time.
- **Engaging Students using Language and Literacy:** Designing lessons that engage and support all learners by providing daily opportunities to interact with content through reading, writing, listening, and speaking.
- **Professional Learning Communities:** PLCs are the vehicle we use to guarantee the success of the Instructional Core. Fully engaging in the process of identifying what students need to learn, how it is to be taught, what to do if they don't reach mastery, and what to do if they excel, with regular review of student formative data to guide instruction.

All learners means every student regardless of gender, socio-economic level, at-risk status, racial, ethnic, or cultural background, exceptional ability, disability, or Limited English Proficiency.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 9 | 6 | 10 |