



## **Sonoma Mountain Elementary School**

**School Accountability Report Card, 2006–2007**  
Old Adobe Union School District

» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.

# Sonoma Mountain Elementary School

School Accountability Report Card, 2006–2007  
Old Adobe Union School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2006–2007 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

If you are reading a printed version of this report, note that words that appear in a smaller, bold typeface are links in the online version of this report to even more information. You can find a master list of those linked words, and the Web page addresses they are connected to, at:

[http://www.schoolwisepress.com/sarc/links\\_2007\\_en.html](http://www.schoolwisepress.com/sarc/links_2007_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, please contact the school office.

## How to Contact Our School

1900 Ranier Circle  
Petaluma, CA 94954  
Principal: Suzanne Martin  
Phone: (707) 765-4305

## How to Contact Our District

845 Crinella Dr.  
Petaluma, CA 94954  
Phone: (707) 765-4321  
<http://www.oldadobe.org>



## » Contents

ONLINE USERS: CLICK ON A TITLE TO JUMP TO THAT SECTION

- 1 Principal's Message**
- 3 Measures of Progress**
- 5 Student Achievement**
- 12 Students**
- 13 Climate for Learning**
- 16 Leadership, Teachers, and Staff**
- 20 Curriculum and Textbooks**
- 21 Resources**
- 23 District Expenditures**
- 24 School Expenditures**



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# Sonoma Mountain Elementary School

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Old Adobe Union School District

## » Principal's Message

Sonoma Mountain School is one of five schools in the Old Adobe Union School District. Sonoma Mountain School opened in the 1997–1998 school year, and 2006–2007 was our tenth year serving students as a public school in California.

Our mission statement evolved in the spring and summer of 1997. It states that the staff, parents, and students of Sonoma Mountain School shall work in partnership to create a learning environment where the joy of discovery and learning may be attained through active child-centered learning, while building on the strengths and uniqueness of each child. We will provide a safe, caring, respectful environment for every student, meeting the challenges of individual and cultural diversity, as children play together and learn together. In alignment with guidelines mandated by the district and state we shall work toward achieving our goal of helping all children reach their full potential and to become productive members of society by fostering a family atmosphere, encouraging integration across grade levels, and creating a connection among students, teachers, and parents. We will implement a hands-on pathway to knowledge while teaching responsibility, cooperation, and respect for others. Students will obtain skills in social participation, critical thinking, and basic study skills.

Guided by our mission statement, we focused on implementing Writing by Design, including a handwriting component (Handwriting Without Tears) for all grades; improving student respect, responsibility, and safety through use of the Caring Schools Community Program; and improving student achievement in math by providing grade-level appropriate basic facts. We continued music education for all grades and became familiar with a variety of assessment tools (Rigby, DIBELS, CELDT, OAUSD Writing Assessment) to ensure we are meeting the academic needs of every student.

Suzanne Martin, PRINCIPAL

### Grade range and calendar

**K-6**

TRADITIONAL

### Academic Performance Index

**839**

County Average: 795

State Average: 763

### Student enrollment

**424**

County Average: 348

State Average: 531

### Teachers

**18**

County Average: 18

State Average: 26

### Students per teacher

**24**

County Average: 19

State Average: 20

### Students per computer

**9**

County Average: 5

State Average: 5

**Major Achievements**

- The Sonoma Mountain School Community is proud of the accomplishments of its students.
- Second grade teachers coordinate schedules and use their expertise to teach all second graders how to play the keyboard, and they performed in the spring.
- Fifth, sixth, and second grade teachers (one of whom is a former band teacher) provide band instruction to students. The children practice and perform in the fall and spring.
- Our third and fourth grade students are taught by a music instructor with a passion for singing and they perform in the fall and spring. Fifth and sixth grade students who do not take band receive choral instruction and perform in the fall and spring.
- Fourth grade teachers and the second grade teacher with band teaching experience teach fourth graders to play the song recorder, and they perform in the spring.
- The legibility of our students' handwriting has improved by using Handwriting Without Tears.
- Our students created artwork for display at the annual Old Adobe Union School District Art Show held in early May.
- Every year we have an engineering Egg Drop contest prior to the Spring Break in which students are challenged to protect eggs that are dropped from a height of 12 feet onto a concrete sidewalk.
- Our PE instructor and classroom teachers train fifth and sixth graders for the Annual Eastside Track Meet. The Sonoma Mountain team always does well and places in one of the top spots every year.

**Focus for Improvement**

- Continue to provide music instruction for the students in kindergarten through grade six during the regular school day and provide a performance piece through concerts.
- Expand the new program, Writing by Design, to produce a periodic publication of Sonoma Mountain students' writing.
- Celebrate our tenth anniversary in the 2006–2007 school year by planning an integrated curriculum project for kindergarten through grade six called Ocean Week using MARE material, so that all students have an understanding of their connection to the earth.

**MEASURES OF PROGRESS**

**Academic Performance Index**

The Academic Performance Index (API) is California’s way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. A school’s API determines whether it receives recognition or sanctions. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates our school’s API using student test results from the California Standards Tests, the California Achievement Test, and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

CALIFORNIA <b>API</b> ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>Yes</b>
<b>Met growth target for prior school year</b>	<b>Yes</b>
<b>API score</b>	<b>839</b>
<b>Growth attained from prior year</b>	<b>-18</b>
<b>Met subgroup* growth targets</b>	<b>Yes</b>
<b>Underperforming school</b>	<b>No</b>

Sonoma Mountain’s API was 839 (out of 1000). This is a decline of 18 points compared to last year’s API. About 99 percent of our students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

SOURCE: API based on spring 2007 test cycle. Growth scores alone are displayed and are current as of March 2008.  
\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

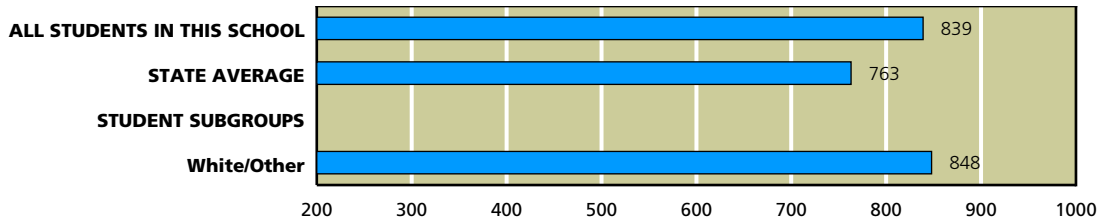
**API RANKINGS:** Based on our 2005–2006 test results, we started the 2006–2007 school year with an API base score of 857. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared to all elementary schools in California, our school ranked 9 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us to the 100 schools with the most similar students, teachers, and class sizes. Compared to these schools, our school ranked 3 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API “growth targets” for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

We met our assigned growth targets during the 2006–2007 school year. Just for reference, 51 percent of elementary schools statewide met their growth targets.

**API, Spring 2007**



SOURCE: API based on spring 2007 test cycle. State average represents elementary schools only.  
NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

### Adequate Yearly Progress

In addition to California’s accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind (NCLB)**. This law requires all schools to meet a different goal: **Adequate Yearly Progress (AYP)**.

We met all nine criteria for yearly progress. As a result, we succeeded at making AYP.

To meet AYP, elementary and middle schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST): 24.4 percent on the English/language arts test and 26.5 percent on the math test. All ethnic and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 590 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement (PI)**. They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL <b>AYP</b> ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>Yes</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>Yes</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>Yes</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement School in 2007</b>	<b>No</b>

SOURCE: AYP is based on the Accountability Progress Report of March 2008. A school can be in Program Improvement based on students’ test results in the 2006–2007 school year or earlier.

\*Ethnic or socioeconomic groups of students that make up 15 percent or more of a school’s student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

### Adequate Yearly Progress, Detail by Subgroup

● MET GOAL   ● DID NOT MEET GOAL   — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST?	DID 24.4% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?	DID 95% OF STUDENTS TAKE THE CST?	DID 26.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
White/Other	●	●	●	●

SOURCE: AYP release of March 2008, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2006–2007 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet Adequate Yearly Progress.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

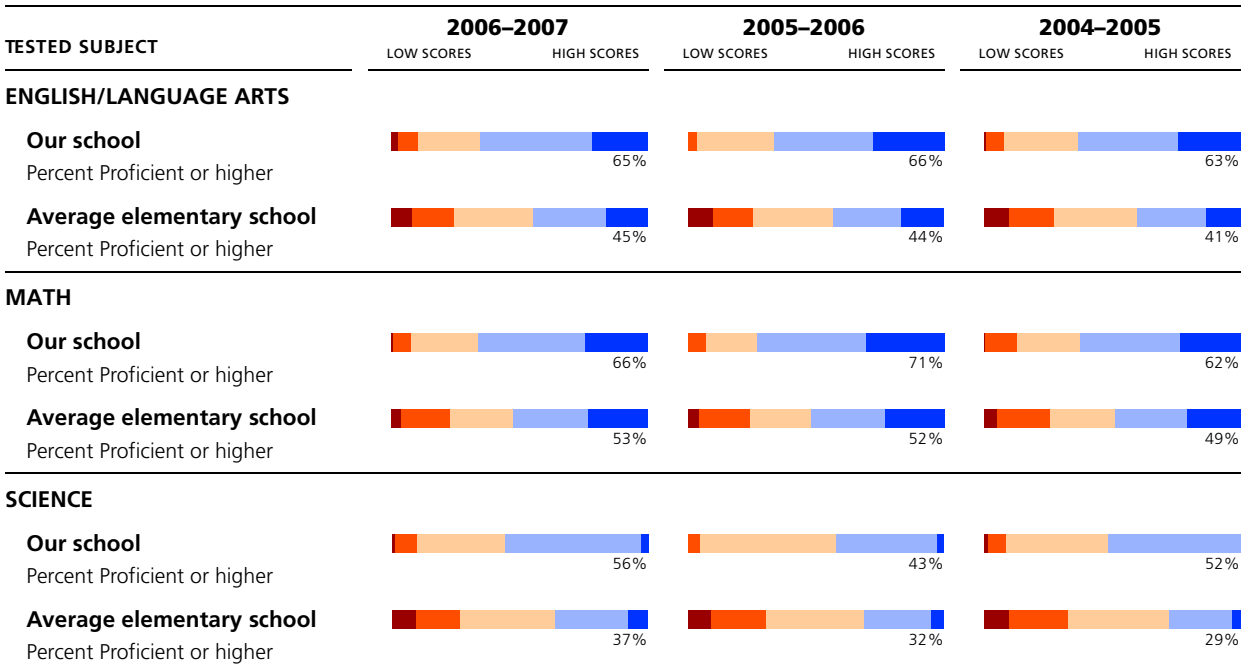
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores to the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

■ FAR BELOW BASIC ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED



SOURCE: The scores for the CST are from the spring 2007 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands—Below Basic or Far Below Basic—need more help to reach the Proficient level.

**WHY ARE THE CALIFORNIA STANDARDS TESTS (CST) AND THE CALIFORNIA ACHIEVEMENT TEST (CAT/6) SCORED DIFFERENTLY?** When students take the CST, they can score at any of the proficiency levels: Advanced, Proficient, Basic, Below Basic, or Far Below Basic. In theory all students in California could score at the top. The CAT/6 is a nationally normed test, which means that students are scored against each other nationally. This scoring method is similar to grading “on the curve.” CAT/6 scores are expressed as a ranking on a scale from 1 to 99.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California’s standards to be among the most clear and rigorous in the country. Just 45 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 53 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS’ SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CSTs. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students’ privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE’s Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You’ll also find a [guide](#) to navigating the STAR Web site as well as help understanding how to [compare test scores](#).

### English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			65%	99%	<b>SCHOOLWIDE AVERAGE:</b> About 20 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			50%	99%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			45%	99%	

### Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

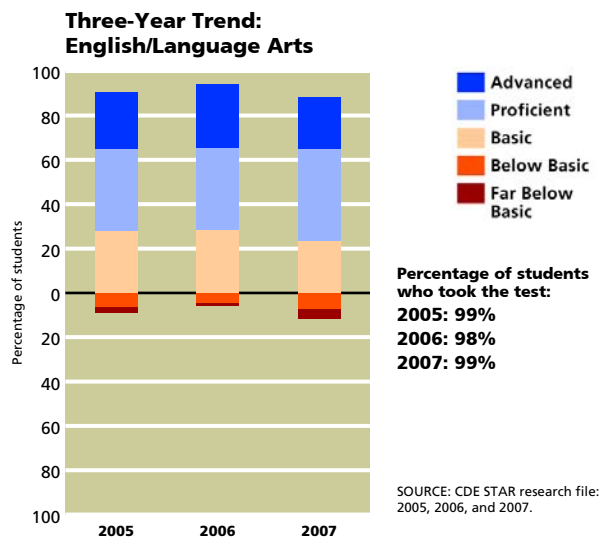
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			60%	151	<b>GENDER:</b> About ten percent more girls than boys at our school scored Proficient or Advanced.
<b>Girls</b>			70%	148	
<b>English proficient</b>			69%	262	<b>ENGLISH PROFICIENCY:</b> English learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			57%	37	
<b>Low income</b>	NO DATA AVAILABLE		N/A	22	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>			67%	277	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	30	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			68%	269	
<b>White/Other</b>			67%	223	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 NS: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



**Math**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			66%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 13 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			51%	96%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			53%	96%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

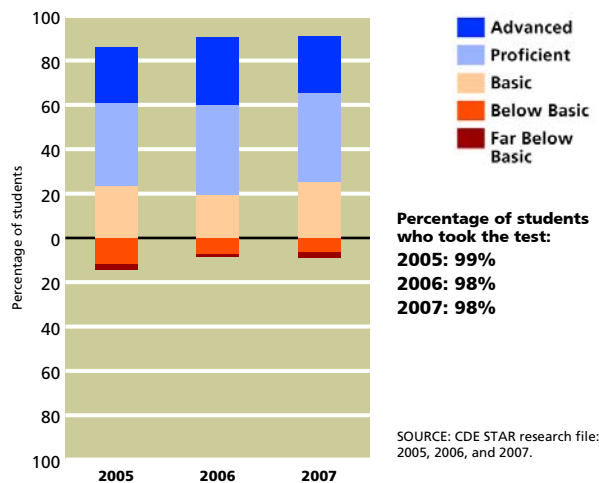
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			66%	151	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			65%	147	
<b>English proficient</b>			68%	261	<b>ENGLISH PROFICIENCY:</b> English learners scored higher on this test than students who are proficient in English. Because we give this test in English, English learners tend to be at a disadvantage.
<b>English learners</b>			79%	37	
<b>Low income</b>	NO DATA AVAILABLE		N/A	22	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>			68%	276	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	30	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			67%	268	
<b>White/Other</b>			66%	222	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

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You can read the **math standards** on the CDE's Web site.

**Three-Year Trend: Math**



**Science**

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			56%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 19 percent more students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			43%	99%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			37%	99%	

**Subgroup Test Scores**

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

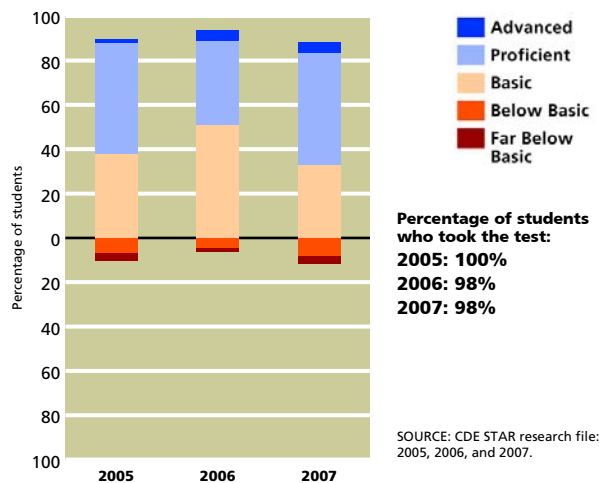
GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			59%	39	<b>GENDER:</b> The number of girls who took this test is too small to be counted in this analysis.
<b>Girls</b>	DATA STATISTICALLY UNRELIABLE		N/S	22	
<b>English proficient</b>			60%	55	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English learners tested was either zero or too small to be statistically significant.
<b>English learners</b>	NO DATA AVAILABLE		N/A	6	
<b>Low income</b>	NO DATA AVAILABLE		N/A	7	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested from low-income families was either zero or too small to be statistically significant.
<b>Not low income</b>			59%	54	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	8	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			60%	53	
<b>White/Other</b>			60%	43	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.

SOURCE: The scores for the CST are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

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The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the **science standards** by going to the CDE’s Web site.

**Three-Year Trend: Science**



### California Achievement Test (CAT/6)

The CAT/6 differs from the CST in three ways. First, in the spring of 2007, only students in grades three and seven took this test. Second, the CAT/6 is taken by students in other states, which enables us to see how our students are doing compared to other students in the nation. Third, the CAT/6 is scored by comparing students to each other on a scale from 1 to 99, much like being graded “on the curve.” In contrast, the CST scores students against five defined criteria.

SUBJECT	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>READING</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	27%	22%	15%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	73%	47%	39%
<b>LANGUAGE</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	31%	23%	19%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	80%	52%	46%
<b>MATH</b>				
High-scoring students	Percentage of students scoring in the top quarter nationally (above the 75th percentile)	42%	32%	30%
Students scoring at or above average	Percentage of students scoring in the top half nationally (at or above the 50th percentile)	80%	60%	56%

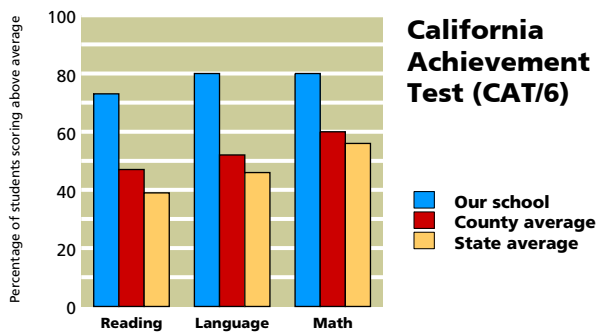
SOURCE: The scores for the CAT/6 are from the spring 2007 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Therefore, our test score results may vary from other CDE test score reports when missing data makes it impossible for us to compile complete schoolwide results.  
N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.

**STUDENTS SCORING ABOVE AVERAGE:** This view of test scores shows the percentage of our students who scored in the top half of students nationally (at the 50th percentile and higher). At Sonoma Mountain, 73 percent of students scored at or above average in reading (compared to 39 percent statewide); 80 percent scored at or above average in language (compared to 46 percent statewide); and 80 percent scored at or above average in math (compared to 56 percent statewide). The subjects with the most students scoring at or above average were language and math.

**HIGH-SCORING STUDENTS:** This view of test scores shows the percentage of our students who scored in the top fourth of students nationally (above the 75th percentile). At Sonoma Mountain, 27 percent of students scored at the top in reading (compared to 15 percent statewide); 31 percent scored at the top in language (compared to 19 percent statewide); and 42 percent scored at the top in math (compared to 30 percent statewide). The subject with the most students scoring at the top was math.

### Our CAT/6 Results Compared

Students take this test only in grades three and seven. The values displayed to the right represent the percentage of our students who scored at or above average compared to their peers in the county and state.



SOURCE: Spring 2007 test cycle. County and state averages represent elementary schools only.

### **Other Measures of Student Achievement**

In addition to standardized test results, we use informal classroom observations, homework, class work, quizzes, and end-of-unit tests. Teachers also listen carefully to students as they read aloud in class to measure student progress. Teachers use Writing by Design to keep all student writing in one place so that a student, teacher, or parent can readily view it. Our English learners take the California English Language Development Test every year. Some learning-disabled students take the California Alternative Performance Assessment instead of the California Standards Tests and California Achievement Test.

At the beginning and end of each school year, students in grades one through six take district writing tests that measure the degree to which they are improving as individuals as well as in groups. Parents can request to review this test with their child's teacher. In grades kindergarten through three we use a DIBELS test and in grades one and two we use RIGBY to evaluate reading fluency. Parents can request to review their child's results on these tests.

We are on the trimester system and send home report cards at the end of each trimester. Teachers also communicate student progress through weekly assignment checks, phone calls home, and notes sent home. We hold parent conferences in the fall and more frequently for students who are struggling at school.

**STUDENTS**

**Students’ English Language Skills**

At Sonoma Mountain, 88 percent of students were considered to be proficient in English, compared to 68 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English proficient students	88%	68%	68%
English learners	12%	32%	32%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Languages Spoken at Home by English Learners**

Please note that this table describes the home languages of just the 50 students classified as English learners. At Sonoma Mountain, the language these students most often speak at home is Spanish. In California it’s common to find English learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	56%	93%	85%
Vietnamese	0%	1%	2%
Cantonese	8%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	2%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	8%	1%	0%
All other	26%	5%	9%

SOURCE: Language Census for school year 2006–2007. County and state averages represent elementary schools only.

**Ethnicity**

Most students at Sonoma Mountain identify themselves as White/European American/Other. In fact, there are about six times as many White/European American/Other students as Asian/Pacific Islander students, the second-largest ethnic group at Sonoma Mountain. The state of California allows citizens to choose more than one ethnic identity, or to select “multiethnic” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	2%	7%
Asian American/Pacific Islander	13%	5%	11%
Latino/Hispanic	10%	38%	50%
White/European American/Other	76%	54%	32%

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

**Family Income and Education**

The free or reduced-price meal subsidy goes to students whose families earned less than \$37,000 a year (based on a family of four) in the 2006–2007 school year. At Sonoma Mountain, five percent of the students qualified for this program, compared to 56 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	5%	44%	56%
Parents with some college	85%	59%	54%
Parents with college degree	59%	35%	30%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2006–2007 school year. Parents’ education level is collected in the spring at the start of testing. Rarely do all students answer these questions. County and state averages represent elementary schools only.

The parents of 85 percent of the students at Sonoma Mountain have attended college, and 59 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 65 percent of our students provided this information.

**CLIMATE FOR LEARNING**

**Average Class Sizes**

Because funding for class-size reduction was focused on the early grade levels, our school’s class sizes, like those of most elementary schools, differ across grades.

The average class size at Sonoma Mountain varies across grade levels from a low of 19 students to a high of 32. Our average class size schoolwide is 23 students. The average class size for elementary schools in the state is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Kindergarten	19	19	20
First grade	20	19	19
Second grade	20	20	19
Third grade	20	20	20
Fourth grade	29	27	29
Fifth grade	32	27	29
Sixth grade	32	27	29

SOURCE: CBED5 census, October 2006. County and state averages represent elementary schools only.

**Safety**

Staff and parents are visible and available on the school grounds before and after school. During the morning/ snack recess teachers monitor the playground. At lunchtime and during lunch recess campus supervisors monitor the students. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Signs are posted at in the parking lots and at the entrances directing all visitors to sign in at the school office, where they receive a badge to wear throughout their stay.

We revise our School Safety Plan annually. It was revised, reviewed, and approved by the Sonoma Mountain School Site Council on January 17, 2007. Prior to this a public hearing took place in conjunction with a Sonoma Mountain PTA meeting on January 10, 2007. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in our school office and have copies for parents. We share the plan at staff meetings and have additional meetings to review the Emergency Operations Plan portion of the Safe School Plan. In late April we had a districtwide emergency drill to practice our ability to communicate clear information. An expert in emergency planning from the Petaluma Fire Department helped with this. A member of the Sonoma County ACS (HAM radio operators) assists in the districtwide practice. We practice fire drills on a monthly basis and combine this four times a year to practice our earthquake procedures.

**Discipline**

We continue to build on this strong foundation of guidelines we have established for our students. Parents review the Behavior Standards/School Rules with their children within the first two weeks of school that all children receive in the First Day Packet. The behavior standards are interwoven with our safe school plan and are continually reviewed and revised.

As part of our learning environment, we establish behavioral expectations, teach problem solving skills, and provide opportunities for conflict resolution and mediation. All of the strategies noted promote caring and

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
2006–2007	2	4	5
2005–2006	1	4	5
2004–2005	0	3	5
<b>Expulsions per 100 students</b>			
2006–2007	0	0	2
2005–2006	0	0	0
2004–2005	0	0	0

SOURCE: Data is from the California Department of Education, SARC research file. Data represents the number of incidents reported, not the number of students involved. District and state averages represent elementary schools only.

unity among successful learners. We model lifelong learning through our disciplinary and behavior management strategies and methods. Schoolwide and classroom programs are designed and committed to making discipline and behavior management a learning experience for each child. The child works through each behavior activity and learns how to make better choices, communicate more effectively, and become an active listener. Children are directed toward understanding their role as a contributing member of our school community. They are asked to take responsibility for their own behavior and support positive choices with their peers. We are

committed to the learning, development, and practice of appropriate, respectful, and dignified behavior. The three rules for a lifetime are to be safe, to be respectful, and to be responsible.

We focus on the positive behavior of students. To this end all classroom teachers have classroom management plans to reinforce proper behavior and students receive commendations for following the three rules.

School Service may be assigned to a child in an attempt to change a child's behavior, and in most cases it will only be assigned with parental permission.

Each teacher may designate a colleague to team with so that he has a safe place to send a child who needs a time-out from class for a minor rule violation.

Behavior notes or office referrals are intended to let parents/guardians know when a child has broken a rule. Failure to return a signed behavior note the following school day may be considered defiance and may result in assignment to school service, time with the principal at lunch, or some other appropriate consequence.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2006–2007 school year, we had seven suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report.

## Homework

Our homework expectations are described in our grade level standards that are available in the office. Sixth graders may be expected to do as much as 90 minute of homework a night. The assignments will include reading, math, current events, science observation, and long-term projects. Fifth grade homework on the average should take about one hour to complete. Projects may require more time. Fourth graders are expected to do 40 to 60 minutes of homework Monday–Thursday, including daily reading and long-term projects.

Third graders are generally expected to do 30 to 40 minutes of homework Monday through Thursday. This should include daily reading. Second graders are generally expected to do 30 to 45 minutes of homework Monday through Thursday, including daily reading, spelling practice, and math. In first grade parents should listen to their child read for at least 20 minutes daily. Curriculum- related activities can be assigned daily/ weekly. In kindergarten the single most important influence on a child's eventual success as a reader is having someone read aloud to them. Children need many opportunities to talk about what is important to them and to listen to the richness of language in good literature. When reading to children, our most important role is to make reading enjoyable. Parents should read aloud to their child daily. We encourage parents to supervise homework and support their children's efforts.

## Schedule

The school year has 180 days of instruction. Our school year starts between August 20 and August 30 and ends in early June. Classes for grade one through six and morning kindergarten begin at 8:20 a.m. Morning kindergarten is dismissed at 11:40 a.m. Afternoon kindergarten begins at 11:40 a.m. and is dismissed at 3 p.m. Grades one through three are dismissed at 2:35 p.m. and grades four through six are dismissed at 2:50 p.m. Every Wednesday grades one through six are dismissed at 1:35 p.m. to allow for staff and curriculum development. Office hours are 7:30 a.m. to 4 p.m.

Parents provide an early morning math experience for students in grades two through six. Another parent offers first graders the opportunity to play chess at lunch on a biweekly basis. Students in grades one through six may participate in a tutorial program. We contract with independent groups and parents can participate in fee-based classes (e.g., piano keyboard, science, Spanish).

**Physical Fitness**

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students’ aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table at right shows the percentage of students at our school who scored within the “healthy fitness zone” on all six tests. Our results are compared to other students’ results in the county and state. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

CATEGORY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Boys in Fitness Zone</b>	28%	27%	25%
<b>Girls in Fitness Zone</b>	27%	33%	30%
<b>Fifth graders in Fitness Zone</b>	28%	30%	27%
<b>Seventh graders in Fitness Zone</b>	N/A	31%	29%
<b>Ninth graders in Fitness Zone</b>	N/A	11%	23%
<b>All students in Fitness Zone</b>	28%	30%	27%

SOURCE: 2006–2007 physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. Data is reported by Educational Data Systems. County and state averages represent elementary schools only.

**LEADERSHIP, TEACHERS, AND STAFF**

**Leadership**

Stephen O’Brien was the principal of our school for ten years. He had 15 years of experience as a principal and three years as an assistant principal of a high school. He taught in elementary and middle school for 14 years.

Many groups help to make decisions that affect our school. Parent volunteers, the administration, and staff compose the School Site Council (SSC), which makes many important budgetary decisions. The PTA works actively with the principal to help meet the needs of our school and students. Our Curriculum Planning Committee gathers input from classroom teachers and plans Wednesday meetings based on student needs, helps make curricular decisions, and monitors the effectiveness of our programs.

**Teacher Experience and Education**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Teaching experience</b>	Average years of teaching experience	20	15	13
<b>Newer teachers</b>	Percentage of teachers with one or two years of teaching experience	0%	7%	11%
<b>Teachers holding an MA degree or higher</b>	Percentage of teachers with a master’s degree or higher from a graduate school	5%	19%	33%
<b>Teachers holding a BA degree alone</b>	Percentage of teachers whose highest degree is a bachelor’s degree from a four-year college	95%	81%	67%

SOURCE: Professional Assignment Information Form (PAIF), October 2006, completed by teachers during the CBEDS census. County and state averages represent elementary schools only.

None of our teachers has less than three years of teaching experience, which is below the average for new teachers in other elementary schools in California. Our teachers have, on average, 20 years of experience. About 95 percent of our teachers hold only a bachelor’s degree from a four-year college or university. About five percent have completed a master’s degree or higher.

**Credentials Held by Our Teachers**

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	99%	97%
<b>Trainee credential holders</b>	Percentage of staff holding an internship credential	0%	1%	2%
<b>Emergency permit holders</b>	Percentage of staff holding an emergency permit	0%	1%	3%
<b>Teachers with waivers</b>	Lowest level of accreditation, used by districts when they have no other option	0%	0%	0%

SOURCE: PAIF, October 2006. This is completed by teachers during the CBEDS census. County and state averages represent elementary schools only. A teacher may have earned more than one credential. For this reason, it is likely that the sum of all credentials will exceed 100 percent.

All of the faculty at Sonoma Mountain hold a full credential. This number is close to the average for all elementary schools in the state. None of the faculty at Sonoma Mountain holds a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. None of our faculty holds an emergency permit. Very few elementary school teachers hold this authorization statewide (just three percent). All of the faculty at Sonoma Mountain hold the elementary (multiple-subject) credential. This number is above the average for elementary schools in California, which is 91 percent. You can find three years of data about teachers’ credentials in the Data Almanac that accompanies this report.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a “highly qualified” teacher according to federal standards in NCLB	0%	N/A	0%
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	1%	3%

SOURCE: Professional Assignment Information Form (PAIF) of October 2006. Data on NCLB standards is from the California Department of Education, SARC research file.

**“HIGHLY QUALIFIED” TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be “highly qualified.” These “highly qualified” teachers must have a full credential, a bachelor’s degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than “highly qualified.” There are exceptions, known as the **High Objective Uniform State Standard of Evaluation (HOUSSE)** rules, that allow some veteran teachers to meet the “highly qualified” test who wouldn’t otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials, compared to three percent of teachers in elementary schools statewide.

More facts about our teachers, called for by the recent Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. What you will find are specific facts about **misassigned teachers** and **teacher vacancies** in the 2007–2008 school year.

### Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standard. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

The CDE has divided schools in the state into four groups (quartiles), based on the percentage of families who qualify and apply for free or reduced-price

lunches. The one-fourth of schools with the most students receiving subsidized lunches are assigned to the first group. The one-fourth of schools with the fewest students receiving subsidized lunches are assigned to the fourth group. We compare the courses and teachers assigned to each of these groups of schools to see how they differ in “highly qualified” teacher assignments.

The average percentage of courses in our district not taught by a “highly qualified” teacher is zero percent, compared to five percent statewide. For schools with the lowest percentage of low-income students, this factor is zero percent, compared to three percent statewide.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT	CORE COURSES NOT TAUGHT BY HQT IN STATE
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%	5%
<b>Schools with the most low-income students</b>	First quartile of schools whose core courses are not taught by “highly qualified” teachers	N/A	5%
<b>Schools with the fewest low-income students</b>	Fourth quartile of schools whose core courses are not taught by “highly qualified” teachers	0%	3%

SOURCE: Data is from the California Department of Education, SARC research file.

**Staff Development**

Our teachers attend one day of staff development before school begins and two days during the school year. These days are devoted to aligning our curriculum to state standards, learning how to analyze standardized test results, exploring techniques for creating constructive classroom environments, and discussing the latest research in child development and its application to the elementary school. Teachers and administrators look at test scores and review the most pressing issues of the previous year to choose specific topics. In 2006–2007 we held trainings on ways to increase student writing ability using the Writing by Design program.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2006–2007	15.0
2005–2006	15.0
2004–2005	15.0

We dismiss students at 1:35 p.m. on Wednesdays to allow time for teachers to collaborate, both within and across grade levels. Four times a year we have district grade-level meetings on Wednesdays.

**Evaluating and Improving Teachers**

The expectation is that the principal evaluates beginning teachers every year for four years and experienced teachers every two years. Every fall teachers are expected to set goals for their students and themselves. Teachers are to meet with the principal to review the goals. Teachers who are to be evaluated agree on objectives. The principal conducts observations during the year. The overall or summative evaluation is in accordance with the teacher’s contract and the guidelines of the California Commission on Teacher Credentialing. During observations the principal notes the students’ level of engagement, the organization of the classroom, and the effectiveness of the lesson under way. After the observation the teacher and principal meet to discuss the effectiveness of the lesson and commendations are noted as well as areas in which to improve.

Ordinarily the principal, teacher, and head of the district are the only people to see the reviews. New teachers are paired with mentor teachers and participate in the Beginning Teacher Support Program.

**Substitute Teachers**

We contract out with an automated Substitute Finder System when we are not able to have one of our reliable regular substitutes work in the classroom. Very often we are able to use a retired teacher or a parent who is fully credentialed to substitute for us. When possible the Substitute Finder System sends substitutes whom our teachers request specifically. Teachers leave detailed lesson plans for our substitutes to follow, and we experience a minimal loss of learning time.

**Specialized Resource Staff**

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
Counselors	0.0
Librarians	0.0
Psychologists	0.0
Social workers	0.0
Nurses	0.0
Speech/language/hearing specialists	0.0
Resource specialists	0.0

SOURCE: CBEDS census, October 2006.

## Specialized Programs and Staff

Parent volunteers run a before-school math enrichment class for students in grades two through six. This begins in mid-October and runs through April. Another parent volunteer plays baseball (with a soft RagBall) during the morning recess with students in grades three through six.

Sonoma Mountain's SSC provides funds for a part-time counselor. Children may work individually or in small groups with the counselor. Referrals are usually made through the Student Study Team process.

The school district nurse spends one day, Wednesday, at Sonoma Mountain. Throughout the year the nurse conducts vision and hearing screenings. The nurse is available for consultation with teachers and parents regarding students. The nurse also provides assistance for students with chronic conditions and trains staff in working with these students.

**GIFTED AND TALENTED EDUCATION (GATE):** The Old Adobe GATE program serves highly able fourth through sixth grade students from all five schools in the Old Adobe district. The plan is for GATE students to be clustered within regular classrooms and receive differentiated instruction in subject areas where their abilities exceed the California Content Standards. The GATE program was revised during the spring of 2004 to place emphasis on differentiating the core curriculum for GATE students within the regular classroom. The GATE plan received a three-year approval from the California Department of Education.

The GATE pullout enrichment program will also serve students for a trimester during the year.

**SPECIAL EDUCATION PROGRAM:** We have a part-time Resource Specialist Program (RSP) teacher and part-time assistant who work with our special education students. We have a speech therapist two days a week and a psychologist one day a week. Resource students stay in the regular classroom as much as possible but come to the RSP classroom to work in small groups or one on one in their area of difficulty. In the regular classroom they receive accommodations according to their Individualized Education Plans (IEPs). Examples include more time to take tests, sitting close to the teacher, or reduced assignments. Our resource students have mild or moderate learning disabilities, such as visual or auditory processing problems, and language delays. Students with more serious challenges attend the Special Day Class at Miwok Valley Elementary School or Sonoma County Office of Education classes located at various sites. In addition, we have a full-inclusion program at Sonoma Mountain and in the Old Adobe Union School District.

**ENGLISH LEARNER PROGRAM:** We have one part-time instructional assistant who meets with beginning or limited English-speaking students to focus on building academic vocabulary. All our classroom teachers are certified in Cross-cultural Language and Academic Development (CLAD) and serve the needs of English learners in the classroom.

## CURRICULUM AND TEXTBOOKS

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the [content standards](#) for each subject at each grade level on the Web site of the California Department of Education (CDE).

### Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California standards for [English/language arts](#) on the CDE's Web site.

### Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to start middle school ready to master algebra in the eighth grade. You can read the [math standards](#) on the CDE's Web site.

### Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the [science standards](#) on the CDE's Web site.

### Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the [social studies standards](#), see the CDE's Web site.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2007–2008 school year, and whether those [textbooks](#) covered the California Content Standards.

**RESOURCES**

**Buildings**

We are fortunate to have a relatively new school with features that enhance our students’ educational experience: a state-of-the-art library, a multipurpose room with basketball/volleyball courts and a stage, and a BOLDR climbing system. Safety, cleanliness, and maintenance are a high priority at our school. When areas of need such as litter, graffiti, and landscaping are brought to the attention of the district maintenance staff, they are taken care of in a timely manner. Sonoma Mountain has the infrastructure to support the use of computer technology to meet the curriculum standards as adopted by the OAUSD Board of Trustees.

Sonoma Mountain School was designed for 420 to 430 students. With class sizes of 20 in the primary grades (kindergarten through grade three), we needed to bring in two portables the year we opened. We currently have a second grade classroom in a classroom that meets fire marshal regulations yet is undersized. The school district is discussing options for expansion of classrooms.

Carpet replacement and overall maintenance is done according to a district long-range plan. During the summer of 2006 the carpet in Building 3 was replaced, a topcoat was put on the playground area, and the playground game lines were repainted.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction](#) (OPSC), and were brought about by the legislation known as Williams. If you’d like to see the six-page [survey form](#) used for the assessment, you will find it on the Web site of the OPSC.

**Library**

We have a spacious, inviting library that holds approximately 10,000 volumes and has room for ten student computer stations. Our librarian and library technician staff the library three days a week; parent volunteers check out books and read to children on the remaining two days. The library stays open until 4 p.m. so that parents can check out books as well.

Two years ago we removed outdated and overly worn books from our collection. Every year we add approximately 50 books, audiovisual materials, and other resources to our collection via proceeds from our annual Book Fair. We also encourage children to donate a book in honor of their birthdays.

**Computers**

We have 48 computers available for student use, which means that, on average, there is one computer for every nine students. There are 17 classrooms connected to the Internet.

RESOURCES	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Students per computer	9	5	5
Internet-connected classrooms	17	20	30

SOURCE: CBEDS census of October 2006. County and state averages represent elementary schools only.

In the 2006–2007 school year we purchased 32 student laptops that are housed in a rolling cart. These computers were taken to the classrooms on a weekly basis, so that all students had at least an hour of computer instruction weekly. In addition there are four to six computers in each of the fourth through sixth grade classrooms. The goal is to have children use them throughout the day to retrieve information to use in reports, practice word processing, and to access academic programs to increase school-related skills (e.g., Accelerated Math and Accelerated Reader). In the kindergarten through third grade, we have one to four computers. In kindergarten the teacher uses the computer for classroom preparation, email, and record keeping. In grades one through three the goal is to have students use the computers throughout the day in learning centers. We have a class set of battery-operated keyboards (AlphaSmarts) to teach keyboard skills in fourth grade, and they are available for use in any grade.

Our Lipscomb Library has six computers that serve as electronic card catalogs and are also available for students to use for research purposes. All teachers have access to email and the Internet. They use computers to prepare lessons, keep records, and correspond via email with parents and colleagues.

The challenge for Sonoma Mountain School is to have someone available to help with hardware/software issues, connectivity to the local area network and the Internet, and the glitches that remind us daily that computer technology is by no means transparent to the user.

### **Parent Involvement**

Sonoma Mountain has an active PTA and the meetings are well attended. The PTA provides student assemblies and offers children wide cultural opportunities such as opera, classically trained musicians, a cappella singing, international folk dancing, and science demonstrations. The PTA holds book fairs and raises money to purchase books for our library and directly supports the classroom teachers via classroom grants. Our PTA plans events such as movie night, a pasta dinner/dance, school carnival, bingo night, skate night, and snow/ski day. The PTA helped fund our first community book read program in 2003. In the 2006–2007 school year we celebrated our fourth annual community book read. Our PTA also established an award-winning newsletter, The ROAR, which is published monthly and twice in the summer.

Parents can join our SSC. Meetings generally occur on the third Wednesday of the month and all are welcome to participate. They can help with the Outdoor Education Organization/Sixth Grade Camp, offer math enrichment, and they sponsor the Science Fair, Invention Convention, and Ocean Week, which are each held once every three years.

Parents are welcome to work in their child's classroom, to help on field trips, or with PTA events. They can organize games at recess, eat lunch with their children, and attend recess for parents on Friday afternoons from 4:30 p.m. to 6:30 p.m. in our multiuse room. Parents are involved in E2 (Enrich and Educate), an organization that supports all the schools in the Old Adobe Union School District. It is part of the Petaluma Education Foundation, which raises money to provide for music education, literacy, technology, and safe/healthy schools.

**DISTRICT EXPENDITURES**

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2005–2006</b>			
Total expenses	\$12,830,938	N/A	N/A
Expenses per student	\$7,023	\$7,229	\$7,521
<b>FISCAL YEAR 2004–2005</b>			
Total expenses	\$13,080,033	N/A	N/A
Expenses per student	\$6,976	\$6,897	\$7,127

SOURCE: Fiscal Services Division, California Department of Education.

Our district spent an average of \$7,023 per student in the 2005–2006 school year, compared to an average of \$7,229 per student spent by similar (elementary school district) districts in the state. Our total operating expenses for the 2005–2006 year were \$12,830,938. Facts about the 2006–2007 fiscal year were not available at the time we published this report. Additional details about our expenditures can be found on the [Ed-Data Partnership’s Web site](#).

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district’s average daily attendance (ADA). More information is available on the [CDE’s Web site](#).

**District Salaries, 2005–2006**

This table reports the salaries of teachers and administrators in our district for the 2005–2006 school year. More current information was not available at the time we published this annual report. This table compares our average salaries to those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district’s total budget dedicated to teachers’ and administrators’ salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
<b>Beginning teacher’s salary</b>	\$37,779	\$38,159
<b>Midrange teacher’s salary</b>	\$59,248	\$59,148
<b>Highest-paid teacher’s salary</b>	\$66,001	\$73,514
<b>Average principal’s salary (elementary school)</b>	\$89,435	\$91,903
<b>Superintendent’s salary</b>	\$111,650	\$132,994
<b>Percentage of budget for teachers’ salaries</b>	43%	42%
<b>Percentage of budget for administrators’ salaries</b>	7%	6%

SOURCE: This financial data is from the Statewide Average Salaries and Expenditure Percentages report, 2005–2006, the Fiscal Services Division, CDE.

## SCHOOL EXPENDITURES

Funding provided by the state to assist children in need of additional academic support funds Sonoma Mountain's before-school tutorial program. We receive a small amount of federal and state money to have a part-time instructional assistant work with our English learners who need intense English vocabulary development. A small amount of federal money helps to fund our special education programs.

Our PTA raises funds through our annual Spell-a-Thon, Live/Silent Auction Evening, and book fair for assemblies, the Community Book Read, library books and materials, computer hardware and software, music instruction, and outside benches/tables. Local restaurants provide funds to the school when we schedule a Sonoma Mountain evening with them. Many parents work for companies that provide matching funds when they donate money to the school. We use this money to provide books for classrooms, playground and PE equipment, science materials, and other specialized educational supplies.

The Petaluma Education Foundation raises money from the business community and individuals. Teachers receive grants for a variety of uses, such as for material to study the life cycle of butterflies, grade-level specific books for beginning readers, and musical instruments.

A new law passed in 2005 required schools to report school-specific expenditures for the first time. In prior years, schools reported only the districtwide average for these expenditures. This year we have provided a comparative analysis of our [school's expenditures](#), along with the [average salaries of our teachers](#). You can view this information from the preceding links or on our Accountability Web page, which is accessible through our district's Web site.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of March 2008. The CDE may release additional or revised data for the 2006–2007 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Basic Education Data System (CBEDS) (October 2006 census); Language Census (March 2007); California Achievement Test and California Standards Tests (spring 2007 test cycle); Academic Performance Index (October 2007 growth score release); Adequate Yearly Progress (October 2007).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Data Almanac

This Data Almanac provides more detailed information than the School Accountability Report Card or data that covers a period of more than one year. It presents the facts and statistics in tables without narrative text. We hope it provides information that will be useful to your school community.



**STUDENT AND TEACHERS**

**Student Enrollment by Ethnicity and Other Characteristics**

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	424
African American	1%
American Indian or Alaska Native	0%
Asian	10%
Filipino	3%
Hispanic or Latino	10%
Pacific Islander	0%
White (not Hispanic)	76%
Multiple or no response	0%
Socioeconomically disadvantaged	7%
English learners	12%
Students with disabilities	11%

SOURCE: All but the last three lines are from the annual census, CBEDS, October 2006. Data about students who are socioeconomically disadvantaged, English learners, and learning disabled come from the School Accountability Report Card unit of the California Department of Education.

**Student Enrollment by Grade Level**

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	56
Grade 1	60
Grade 2	60
Grade 3	60
Grade 4	60
Grade 5	64
Grade 6	64
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level

GRADE LEVEL	2004–2005	2005–2006	2006–2007
Kindergarten	19	19	19
Grade 1	20	20	20
Grade 2	19	20	20
Grade 3	20	19	20
Grade 4	32	32	29
Grade 5	30	32	32
Grade 6	31	32	32
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CBEDS, October 2006.

### Average Class Size by Grade Level, Detail

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2004–2005			2005–2006			2006–2007		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	4	0	0	4	0	0	3	0	0
Grade 1	5	0	0	5	0	0	5	0	0
Grade 2	3	0	0	3	0	0	3	0	0
Grade 3	3	0	0	4	0	0	4	0	0
Grade 4	0	2	0	0	2	0	0	2	0
Grade 5	0	2	0	0	2	0	0	2	0
Grade 6	0	2	0	0	2	0	0	2	0
Combined K–3	0	0	0	0	0	0	0	0	0
Combined 3–4	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

SOURCE: CBEDS, October 2006.

### Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2004–2005	2005–2006	2006–2007	2006–2007
With Full Credential	22	23	21	N/A
Without Full Credential	0	0	0	N/A

SOURCE: CBEDS, October 2006, Professional Assignment Information Form (PAIF) section.

**STUDENT PERFORMANCE**

**California Standards Tests (CST)**

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five.

**CST Results for All Students: Three-Year Comparison**

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English/ Language Arts	63%	66%	65%	51%	54%	52%	40%	42%	43%
Mathematics	62%	72%	66%	50%	59%	56%	38%	40%	40%
Science	52%	43%	56%	39%	42%	46%	27%	35%	38%

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**CST Results by Student Group: Most Recent Year**

The percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	PERCENTAGE OF STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2006–2007	MATHEMATICS 2006–2007	SCIENCE 2006–2007
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	83%	87%	N/A
Filipino	82%	82%	N/A
Hispanic or Latino	29%	41%	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	67%	66%	60%
Boys	60%	66%	59%
Girls	70%	65%	50%
Economically disadvantaged	36%	41%	N/A
English Learners	35%	51%	N/A
Students with disabilities	40%	53%	N/A
Students receiving migrant education services	N/A	N/A	N/A

SOURCE: California Standards Tests (CST) results, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### California Achievement Test, Sixth Edition (CAT/6)

The California Achievement Test, Sixth Edition (CAT/6), a national, norm-referenced test, shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. It is taken only by third and seventh graders. We report only reading and math below. The results are reported as the percentage of students scoring at or above the national average (the 50th percentile).

#### CAT/6 Test Results for Third Grade Students: Three-Year Comparison

The percentage of students scoring at or above the national average in reading and mathematics for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	62%	68%	73%	49%	51%	55%	41%	42%	42%
Mathematics	66%	71%	80%	58%	63%	64%	52%	53%	53%

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

#### CAT/6 Test Results for Third Grade Students by Group: Most Recent Year

The percentage of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

STUDENT GROUP	PERCENT PROFICIENT OR ADVANCED	
	READING 2006–2007	MATHEMATICS 2006–2007
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	73%	78%
Boys	78%	78%
Girls	69%	81%
Economically disadvantaged	N/A	N/A
English learners	57%	86%
Students with disabilities	N/A	N/A
Students receiving migrant education services	N/A	N/A

SOURCE: The California Achievement Test, Sixth Edition, spring 2007 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY**

**California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched schools with similar teachers and students.

API RANK	2004–2005	2005–2006	2006–2007
Statewide rank	8	8	9
Similar-schools rank	1	1	3

SOURCE: The API Base Report from July 2007.

**API Changes by Student Group: Three-Year Comparison**

API changes for all students and student groups: the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

STUDENT GROUP	ACTUAL API CHANGE			API SCORE
	2004–2005	2005–2006	2006–2007	2006–2007
All students at the school	+15	+22	-18	839
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+16	+22	-14	848
Economically disadvantaged	N/A	N/A	N/A	N/A
English learners	N/A	N/A	N/A	N/A
Students with disabilities	N/A	N/A	N/A	N/A

SOURCE: The API Growth Report as released in the Accountability Progress Report in March 2008.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):  
 (a) a 95-percent participation rate on the state’s tests; (b) a CDE-mandated percentage of students scoring Proficient or higher on the state’s English/language arts and mathematics tests; and (c) an API of at least 590 or growth of at least one point.

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the school and the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
Overall	Yes
Graduation rate	N/A
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	Yes
Percent Proficient in mathematics	Yes
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in March 2008.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
PI stage	Not in PI
The year the district entered PI	N/A
Number of schools currently in PI	0
Percentage of schools currently in PI	0%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in March 2008.

**TEXTBOOKS**

**Textbook Adoption List (TABLE 0)**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
Houghton Mifflin	Language Arts	2003	2002
Saxon	Math	2001	2001
MacMillan/McGraw-Hill	Science	2007	2007
MacMillan/McGraw-Hill	Social Studies	2007	2007

SOURCE: Textbook data is supplied by the district.