

Sebastopol Independent Charter
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1111 Gravenstein Hwy. N Sebastopol, CA , 95472	Principal:	Chris Topham, Executive Director
Phone:	(707) 824-9700	Grade Span:	K-8

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

California School Dashboard

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

About This School

Chris Topham, Executive Director

📍 Principal, Sebastopol Independent Charter

About Our School

At Sebastopol Charter, we welcome students of all backgrounds, self-identities, beliefs and interests to our K-8, public charter school. As a public Waldorf school, our curriculum is based on Waldorf ideals, in addition to meeting all California academic standards. Our school staff establishes long-term relationships with our students that foster healthy social-emotional skills and thereby strong participation in our school.

Contact

Sebastopol Independent Charter
1111 Gravenstein Hwy. N
Sebastopol, CA 95472

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Email: ctopham@sebastopolcharter.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Sebastopol Union Elementary
Phone Number	(707) 829-4570
Superintendent	Irving, Linda
Email Address	lirving@sebusd.org
Website	www.sebastopolschools.org

School Contact Information (School Year 2021—2022)

School Name	Sebastopol Independent Charter
Street	1111 Gravenstein Hwy. N
City, State, Zip	Sebastopol, CA , 95472
Phone Number	(707) 824-9700
Principal	Chris Topham, Executive Director
Email Address	ctopham@sebastopolcharter.org
Website	http://www.sebastopolcharter.org
County-District-School (CDS) Code	49709386113039

Last updated: 1/28/22

School Description and Mission Statement (School Year 2021—2022)

The Sebastopol Independent Charter School (SICS) is a charter school that is its own Local Education Agency (LEA) with a charter granted by the Sebastopol Union School District (SUSD). In 2020-21, our enrollment was 277 students in grades TK-8. Our TK-8 class teaching staff consists of 14 credentialed teachers. All of our lead class teachers and several other teachers are also certified Waldorf Teachers.

Established in 1995, Sebastopol Charter is a TK-8 public charter school guided by the core principles of Public Waldorf Education. SICS is certified as a Public Waldorf School by the Alliance for Public Waldorf Education. SICS has a Multi-Tiered System of Support (MTSS) that includes Response To Intervention (RTI) and Special Education to assist identified students in meeting their academic needs.

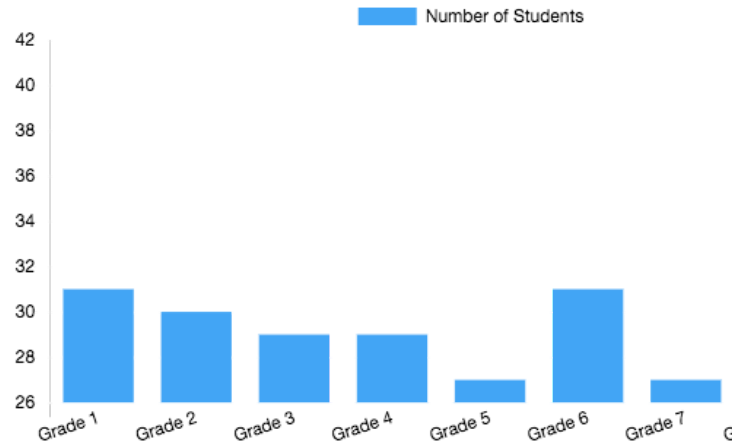
The mission of the school is to provide an education that nurtures the development of the whole child, to teach and encourage each child to become a life-long learner, and to become a benefit to the community and society. Class teachers move with their classes through the grades beginning in first grade. Some class teachers specialize in the lower grades and some in the upper grades. The commitment by teachers to teach the same class for multiple years (looping) allows for a strong bond to develop between the children, their parents, and the teacher. The curriculum addresses the developmental needs of children. In so doing, it fosters wholeness while holding high academic standards. Throughout the grades, we bring a living education, integrating storytelling, music, drama, movement, crafts, and the arts into the academic day. Our goal is to foster respect and love for self, for others, and for nature. This kind of education allows for the development of creative problem-solving with a strong intellect and emotional intelligence through a developmentally appropriate curriculum.

Sebastopol Charter School is located at 1111 Gravenstein Hwy North on a 20-acre campus. Our campus features 14 classroom buildings, administration building, assembly building, athletic field, age-appropriate playgrounds, basketball court, and garden areas. 50% of the land is dedicated for agricultural use or undeveloped, which gives the campus a rural feel in a residential area just one mile from central Sebastopol. The campus is bordered by a bike path that stretches 9 miles, which makes our school easily accessible by bike or foot. There is also a public bus stop near the driveway entrance to the school.

Last updated: 1/28/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	31
Grade 2	30
Grade 3	29
Grade 4	29
Grade 5	27
Grade 6	31
Grade 7	27
Grade 8	31
Kindergarten	42
Total Enrollment	277



Last updated: 1/21/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	56.70%
Male	43.30%
Non-Binary	0.00%
American Indian or Alaska Native	2.33%
Asian	3.67%
Black or African American	2.00%
Filipino	2.00%
Hispanic or Latino	11.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	4.00%
White	84.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	32.70%
Students with Disabilities	11.40%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	In grades K-2, we use the Superkids reading program by Zaner- Bloser. Superkids is a comprehensive English language arts curriculum crafted for grades K–2 using evidence-based literacy practices. This proven-effective program follows a unique systematic and explicit instructional path through engaging, increasingly complex text. Sebastopol Charter also uses a centers based model for instruction in small groups for skill building, weaving these mini-lessons into the broader interdisciplinary themes of each unit of study.	Yes	0%
Mathematics	Sebastopol Charter uses the Eureka math program for grades 1-5. For grades 6-8 Sebastopol Charter uses Open Up Resources.	Yes	0%
Science	Sebastopol Charter's instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class. A variety of source materials are used in the classroom including scientific and historical articles, Conceptual Physical Science Explorations textbook, non-fiction texts, and specific reference guides. Our science curriculum is based on the Next Generation Science standards with the Waldorf phenomenological approach to teaching science.	Yes	0%
History-Social Science	Sebastopol Charter's instructional methodology is thematic interdisciplinary studies. As such our units of science and history are integrated from several source materials and designed by teachers specifically for each class. Textbooks are not used, though primary source materials are used in the classroom including scientific and historical articles, non-fiction texts, and specific reference guides.	Yes	0%
Foreign Language	Spanish elective 5-8: units or themes are created by the teacher specifically for each class from several source materials such as readers, reference, stories and cooking books, articles and news.	Yes	0%
Health	Textbooks are not used, though materials from Advocates for Youth, Freedom from Chemical Dependency, Planned Parenthood, the Public Health Department, Cyberwise and restorative resources are used in the health program.	Yes	0%
Visual and Performing Arts	All students at Sebastopol Charter are trained in drama, recorder and strings orchestra. Materials are primary source sheet music and primary source materials.	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/24/22

School Facility Conditions and Planned Improvements

Sebastopol Charter school is on a 20 acre campus outfitted with 14 classrooms, an assembly building, administration building, a utility building, and two restroom buildings. We have ample outdoor space which includes a track and field, permanent basketball court, a garden, a one mile walking trail on campus grounds, and dedicated play spaces for our varied age groups.

We make every effort to ensure our campus is safe, clean and functional. Many of our buildings are portables, ranging in age from 1990-2015, and were updated in 2018 before the opening of our new campus location. Our administration building was built in 1961 as a farmhouse and remodeled in 2018 to an office building. Our classrooms are outfitted with wi-fi, HVAC units, and sinks for cleaning and drinking water. We provide daily janitorial service for our restrooms and shared spaces on campus. The Operations Manager works closely with maintenance staff to ensure all repairs and general maintenance services are done in an efficient manner. We provide 30 minutes of supervision before and after- school, which includes a crossing guard and traffic guard for our parking lot.

Future plans include adding an early childhood playground which will begin in 2020-21 school year.

Last updated: 1/21/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/21/22

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for 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.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 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 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/21/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	177	165	93.22	6.78	68.48
Female	103	92	89.32	10.68	80.43
Male	74	73	98.65	1.35	53.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	61.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	145	134	92.41	7.59	70.15
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	53	96.36	3.64	66.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	16	80.00	20.00	25.00

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 1/26/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	177	166	93.79	6.21	55.76
Female	103	93	90.29	9.71	60.22
Male	74	73	98.65	1.35	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	145	135	93.10	6.90	58.21
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	53	96.36	3.64	48.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	17	85.00	15.00	23.53

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 1/26/22

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	56.14	N/A	56.15	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/26/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	57	96.61	3.39	56.14
Female	33	31	93.94	6.06	61.29
Male	26	26	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	51	96.23	3.77	58.82
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	23	95.83	4.17	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/26/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/21/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

Volunteer opportunities abound at the Sebastopol Independent Charter School. The school appreciates the dedicated hours of service from parent volunteers, which support virtually every aspect of the school and its facilities.

The Covid-19 pandemic has impacted student and parent in person involvement at the school, however, when possible volunteer activities continue at the school with the State mandated protocols. The use of parent volunteers to assist with remote contract tracing and reporting is an ongoing effort.

Continued opportunities for classroom, administrative and communication efforts which require assistance at times with such things as class play coordination, field trip arrangements when possible, sending emails, updating newsletters, surveys and attending remote town hall meetings.

Ongoing projects on campus include property-line fence renovations, as well the build and maintenance of a co-op community garden.

The school's board of directors is an all-volunteer body. Additionally, parent volunteers serve on several advisory committees.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0.0
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0
White	0	0	0.0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0

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

Last updated:

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	300	291	4	1.4
Female	169	166	3	1.8
Male	131	125	1	0.8
American Indian or Alaska Native	5	5	0	0.8
Asian	2	2	0	0.0
Black or African American	4	3	0	0.0
Filipino	5	5	0	0.0
Hispanic or Latino	34	34	1	2.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	0	0.0
White	244	236	3	1.3
English Learners	1	1	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	98	95	1	1.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	38	0	0.0

Last updated:

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%		3.52%		3.47%	
Expulsions	0.00%		0.00%		0.08%	

Note: 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.

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.33%	1.41%	2.45%
Expulsions	0.00%	0.00%	0.05%

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

Last updated: 1/21/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

Last updated:

School Safety Plan (School Year 2021-2022)

The school safety and Emergency Operation Plan is SEMS/NEMS compliant. The plan includes emergency procedures in the event of a bomb threat, chemical accident, civil disobedience, emergency communication strategy, crisis intervention, earthquake, emergency operations, explosion, fire, first aid procedures, flood, irrational behavior, loss of utilities, personal emergencies, rabid animals or other animal problems, search and rescue, student release, pandemic flu, war and a detailed outline of personal preparedness suggestions. This information is reviewed with staff on a bi-annual basis.

Staff are required to maintain child/adult CPR and First Aid certification and conduct fire and earthquake drills on a regular basis. Several staff members are emergency trained through the Redwood Empire Schools Insurance Group (RESIG).

Last updated: 1/21/22

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00		2	
1	32.00		1	
2	33.00		1	
3	32.00		1	
4	31.00		1	
5	30.00		1	
6	32.00		2	
Other**	0.00			0

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00		2	
1	32.00		1	
2	32.00		1	
3	33.00		1	
4	32.00		1	
5	31.00		1	
6	29.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	2		
1	31.00		1	
2	30.00		1	
3	29.00		1	
4	29.00		1	
5	27.00		1	
6	31.00		2	
Other**				

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

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Sebastopol Charter offers specialized Mathematics instruction in Grades 7 and 8 (expanded to Grade 6 in 2016-17). All other subjects are integrated into the regular curriculum and taught by the main class teacher.

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math	30.00		2	
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math			3	
Science				
Social Science				

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math			3	
Science				
Social Science				

Last updated: 1/25/22

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.75
Resource Specialist (non-teaching)	1.00
Other	0.75

Last updated: 1/25/22

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10137.00	\$1492.00	\$8645.00	\$60516.00
District	N/A	N/A	--	\$67995.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$72352.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/25/22

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

Types of Services Funded (Fiscal Year 2020–2021)

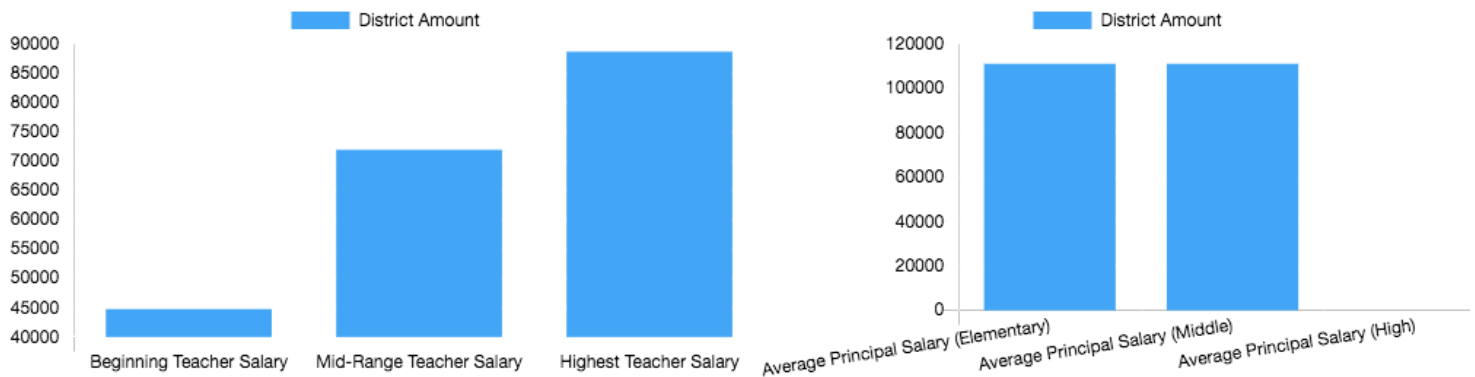
Sebastopol Charter school offers a full TK-8 Public Waldorf Curriculum (General Education). As part of our General Education program, the school offers a variety of Field Trip opportunities, including an extended 8th grade trip, a Middle School Sports Program (Basketball, and Volleyball) and a variety of festivals, events, and dramatic play productions. The school also offers a variety of RTI programs (Response to Intervention) for students who need additional academic support and also has a discipline and Restorative Justice program. The school also offers Special Education / IEP services. The school also provides an AfterCare program as well as a student lunch program.

Last updated: 1/25/22

Teacher and Administrative Salaries (Fiscal Year 2019—2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44752.00	\$47265.00
Mid-Range Teacher Salary	\$71923.00	\$69813.00
Highest Teacher Salary	\$88645.00	\$91237.00
Average Principal Salary (Elementary)	\$0.00	\$113466.00
Average Principal Salary (Middle)	\$110968.00	\$115186.00
Average Principal Salary (High)	\$0.00	--
Superintendent Salary	\$156783.00	\$131359.00
Percent of Budget for Teacher Salaries	25.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	7.00%

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



Last updated:

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10