

# School Accountability Report Card Reported Using Data from 2020–2021 School Year

California Department of Education

## Plumfield Academy

**Address:** 9360 Occidental Rd, Sebastopol, CA 95472    **Phone:** (707) 824-1414  
**Executive Director:** Jill Davidson, MSW    **Grade Span:** K-12

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

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

### DataQuest

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

### California School Dashboard

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

**Internet Access**

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

**Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.**

## About This School

### School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Plumfield Academy
Street	9360 Occidental Road
City, State, Zip	Sebastopol, CA 95472
Phone Number	(707) 824-1414
Executive Director	Jill Davidson, MSW
Email Address	plumfield@plumfieldacademy.net
Website	www.plumfieldacademy.net
County-District-School (CDS) Code	49-70938-7069768

### School Description and Mission Statement (School Year 2021–2022)

Plumfield Academy is located on eight beautiful acres in rural Sonoma County and provides a unique educational program for students in grades TK-12. Plumfield offers individualized instruction in a therapeutic environment for students requiring specialized educational services. Certified by the California Department of Education, Plumfield's Non-Public School provides a supportive and structured environment where each student's academic and social-emotional needs are targeted in classes of 2-6 students. Plumfield Academy's PILLARS model focuses on building learning strategies, communication, social, and coping skills, self-awareness, problem solving, and personal exploration. The goal for all Plumfield students is to build the confidence and self-possession which comes from social, emotional, and academic growth. Our multidisciplinary team works collaboratively with our students, their families and IEP teams to develop individualized academic, social, emotional, and behavioral instruction and supportive transition plans.

### Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	1
Grade 4	0
Grade 5	1
Grade 6	3
Grade 7	4
Grade 8	5
Grade 9	3
Grade 10	1
Grade 11	0
Grade 12	0
Total Enrollment	18

## Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	N/A
Male	100%
Non-Binary	0%
American Indian or Alaska Native	5%
Asian	0%
Black or African American	5%
Filipino	0%
Hispanic or Latino	35%
Native Hawaiian or Pacific Islander	0%
Two or More Races	5%
White	50%
English Learners	0%
Foster Youth	5%
Homeless	5%
Migrant	0%
Socioeconomically Disadvantaged	22%
Students with Disabilities	100%

## Conditions of Learning

### State Priority: Basic

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

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

## Teacher Preparation and Placement (School Year 2019–2020)

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2	100%
<b>Intern Credential Holders Properly Assigned</b>	0	0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0%
<b>Unknown</b>	0	0%
<b>Total Teaching Positions</b>	2	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### **Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA) (School Year 2019–2020)**

<b>Authorization/Assignment</b>	<b>Number</b>
<b>Permits and Waivers</b>	0
<b>Misassignments</b>	0
<b>Vacant Positions</b>	0
<b>Total Teachers Without Credentials and Misassignments</b>	0

#### **Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA) (School Year 2019–2020)**

<b>Indicator</b>	<b>Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0
<b>Local Assignment Options</b>	0
<b>Total Out-of-Field Teachers</b>	0

#### **Class Assignments (School Year 2019–2020)**

<b>Indicator</b>	<b>Percent</b>
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0%

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: February 2022*

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Houghton Mifflin Journeys & California Collections/ 2017	Yes	0
<b>Mathematics</b>	Envision Math Series/ 2014	Yes	0
<b>Science</b>	National Geographic Exploring Science & CA HMH Science 2021	Yes	0
<b>History-Social Science</b>	IMPACT: Ca Social Studies McGraw Hill/ 2021	Yes	0
<b>Visual and Performing Arts</b>	N/A	N/A	All students have access to a wide range of musical instruments
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	Grades 9-12 have access to Microscopes and lab equipment

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

**School Facility Conditions and Planned Improvements**

- As a Non-Public school the information below is collected from Contractors & Vendors who maintain the facility.
- Current planned Improvements include re-furbishing and appointing a Specialized Classroom for TK-2 students.
- School Garden upgrade, including installation of irrigation system, new soil and general maintenance of School Greenhouse

**School Facility Good Repair Status**

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

- Determination of repair status for systems listed

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

*Data Collected February 2022*

<b>System Inspected</b>	<b>Rate Good</b>	<b>Rate Fair</b>	<b>Rate Poor</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	X	-	-	Regular Filter Changes and routine maintenance/repairs performed as needed.
<b>Interior: Interior Surfaces</b>	X	-	-	Interior Surfaces in the school are refurbished as needed.
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>	X	-	-	Monthly Pest Control Program Weekly Professional Janitorial Daily Sanitizing/Disinfecting of High Touch Surfaces
<b>Electrical: Electrical</b>	X	-	-	Replaced 3 Exit Signs
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>	X	-	-	Drinking fountain closed due to COVID-19
<b>Safety: Fire Safety, Hazardous Materials</b>	X	-	-	Fire Inspections Completed 9/22/2021. No Violations
<b>Structural: Structural Damage, Roofs</b>	X	-	-	None
<b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b>	X	-	-	Routine Safety Inspections Ground Maintenance occurs Monthly or more often as needed

# A. 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.

**Table 14: 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**

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.

**\*Table 15: 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)**

**\*Table 16: 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)**

**\*Table 17: Local Assessment Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

**\*Table 18: Local Assessment Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

**\*Table 19: CAASPP Test Results in Science for All Students Grades Five, Eight, and High School**

**\*Table 20: CAASPP Test Results in Science by Student Group Grades Five, Eight, and High School (School Year 2020–2021)**

**\*The data for Tables 15-20 has not been provided either to protect student privacy or because the number of students in the above categories is too small for statistical accuracy. (10 or less)**

## 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.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2021–2022)

Family involvement is paramount to developing enriched and supportive programming for our students. Outreach to determine and assess the changing needs of our students includes individual student and family orientations, student and family conferences and consultation, phone and email surveys, email newsletters, and ongoing communication with administrative, academic, and therapeutic staff members. Plumfield Academy's PILLARS curriculum has been adapted and offered to all families, in addition to family supports which include case management, parent education, parent and family counseling and crisis intervention. On-campus activities include welcome events, back to school conferences, student showcases and seasonal presentations and celebrations throughout the year. (On-campus Events have been paused due to the pandemic)

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018–2019	School 2019–2020	School 2020–2021
Dropout Rate	0	0	0
Graduation Rate	100	100	N/A

Plumfield Academy did not have any enrolled seniors 2020/2021

### 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
Suspensions	3	0
Expulsions	0	0

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
Suspensions	10
Expulsions	0

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.

**Suspensions and Expulsions by Student Group  
(School Year 2020–2021) --No Data to Report--**

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

**School Safety Plan (School Year 2021–2022)**

Plumfield Academy has developed a comprehensive CSP (COVID-19 Safety Plan) in collaboration with and approved by the Sonoma County Department of Public Health. Please visit our website to view at [www.plumfieldacademy.net](http://www.plumfieldacademy.net).

The following Safety Plans were developed in direct consultation with the Sonoma County Sheriff's Department. In the event of an active shooter and/or intruder, all School Personnel will:

- Call the Sonoma County Sheriff from a mobile phone or 911 from a landline phone.
- Emergency Notification alarm, in this case a blow horn, will be sounded as warning.
- Teachers and Aides will facilitate evacuation of the school using a predetermined evacuation plan to move as far away from the threat as possible.
- If an evacuation is not possible students will be led into a locked room without windows (i.e. student or staff restrooms).
- Use furniture to create a barrier between the student and threat.

- When running and/or hiding are not an option. School Personnel will attempt to fight off the threat using any method(s) available to them.

In the event of a bomb threat all School Personnel will:

- Call Sonoma County from a mobile phone or 911 from a landline phone.

- Emergency Notification alarm, in this case a bow horn, will be sounded as warning.

- School Personnel will facilitate the evacuation of the school using a predetermined evacuation plan to move as far away from the threat as possible.

## 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	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	10.5	2	N/A	N/A

\*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	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	7.5	2	N/A	N/A

\*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	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	2.5	2	N/A	N/A

\*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)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	5.5	2	N/A	N/A
Mathematics	5.5	2	N/A	N/A
Science	5.5	2	N/A	N/A
Social Science	5.5	2	N/A	N/A

\*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 Language Arts	4.5	2	N/A	N/A
Mathematics	4.5	2	N/A	N/A
Science	4.5	2	N/A	N/A
Social Science	4.5	2	N/A	N/A

\*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 Language Arts	4.33	3	N/A	N/A
Mathematics	4.33	3	N/A	N/A
Science	4.33	3	N/A	N/A
Social Science	4.33	3	N/A	N/A

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

**Ratio of Pupils to Academic Counselor (School Year 2020–2021)**

Title	Ratio
Pupils to Academic Counselor*	N/A

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

**Student Support Services Staff (School Year 2020–2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	N/A
Psychologist	N/A
Social Worker	1
Nurse	N/A
Speech/Language/Hearing Specialist	.45
Resource Specialist (non-teaching)	N/A
Other	N/A

\*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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$39,864	\$39,864	N/A	\$78,734
<b>District</b>	N/A	N/A	N/A	N/A
<b>Percent Difference – School Site and District</b>	N/A	N/A	N/A	N/A
<b>State</b>	N/A	N/A	N/A	N/A
<b>Percent Difference – School Site and State</b>	N/A	N/A	N/A	N/A

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

**Types of Services Funded (Fiscal Year 2020–2021)**

Plumfield Academy provides students with Individualized Special Education Instruction and related services in accordance with each student’s IEP. This may include Individual, Group or Parent Counseling, Individual or Group Speech services and Occupational Therapy.

**Professional Development**

<b>Measure</b>	<b>2019–2020</b>	<b>2020–2021</b>	<b>2021–2022</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	7	6



