

**Plumfield Academy**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
California Department of Education

**Address:** 9360 Occidental Rd  
Sebastopol, CA , 95472-6460

**Principal:** Jill Davidson

**Phone:** (707) 824-1414

**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.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Jill Davidson

📍 Principal, Plumfield Academy

### Contact

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Plumfield Academy  
9360 Occidental Rd  
Sebastopol, CA 95472-6460

Phone: [\(707\) 824-1414](tel:(707)824-1414)

Email: [ckoch@plumfieldacademy.net](mailto:ckoch@plumfieldacademy.net)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Sebastopol Union Elementary
<b>Phone Number</b>	(707) 829-4570
<b>Superintendent</b>	Gramm, Sara
<b>Email Address</b>	<a href="mailto:sgramm@sebusd.org">sgramm@sebusd.org</a>
<b>Website</b>	<a href="http://www.sebastopolschools.org">www.sebastopolschools.org</a>

### School Contact Information (School Year 2025–26)

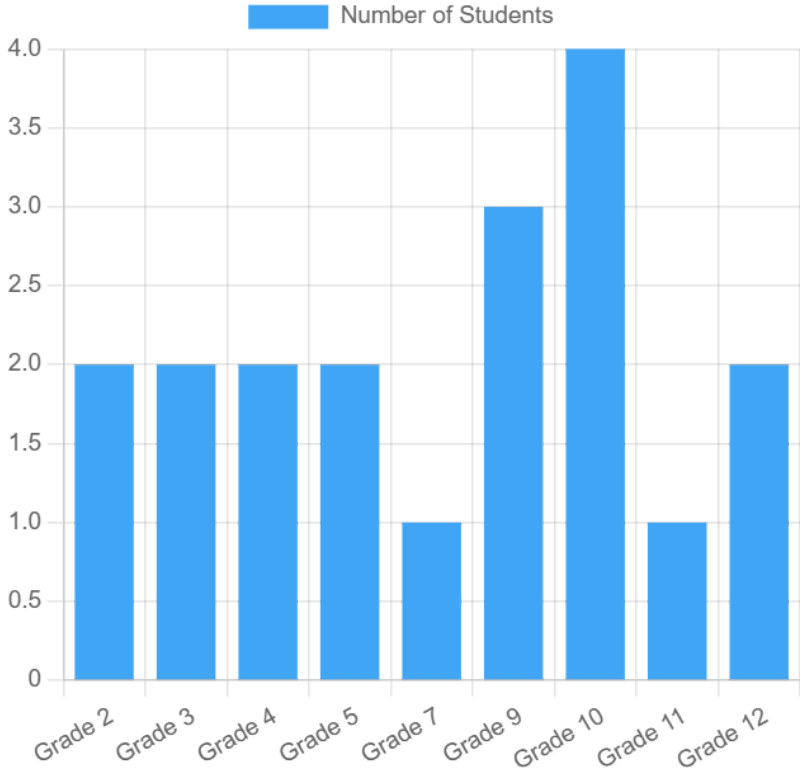
<b>School Name</b>	Plumfield Academy
<b>Street</b>	9360 Occidental Rd
<b>City, State, Zip</b>	Sebastopol, CA , 95472-6460
<b>Phone Number</b>	(707) 824-1414
<b>Principal</b>	Jill Davidson
<b>Email Address</b>	<a href="mailto:jdavidson@plumfieldacademy.net">jdavidson@plumfieldacademy.net</a>
<b>Website</b>	<a href="http://plumfieldacademy.net/">http://plumfieldacademy.net/</a>
<b>Grade Span</b>	K-12
<b>County-District-School (CDS) Code</b>	49709387069768

## School Description and Mission Statement (School Year 2025–26)

Plumfield Academy is located on eight 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 education services. Our mission is to provide a personalized, nurturing and transformative educational experience in a serene, natural environment for students facing emotional, learning and behavioral challenges. We believe in the power of small classrooms, individualized learning and enriching curriculum to help all students achieve their own unique personal success. Our dedicated faculty work collaboratively with families and the community to cultivate a safe and welcoming culture of respect, responsibility and resilience. Through the integration of experiential education, evidence informed practices and social emotional learning we are committed to developing our student's creativity, critical thinking and interpersonal skills to enable them to thrive. We offer a supportive and collaborative learning community where we prepare our students to become compassionate, confident and capable contributors to their community.

# Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 2	2
Grade 3	2
Grade 4	2
Grade 5	2
Grade 7	1
Grade 9	3
Grade 10	4
Grade 11	1
Grade 12	2
Total Enrollment	19



**Student Enrollment by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	0.00%
Male	100.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	26.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.00%
White	69.00%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	15.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	58.00%
Students with Disabilities	100.00%

**A. Conditions of Learning**

**State Priority: Basic**

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

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

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2	100%	36.80	86.02%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0	0%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0%	0.50	1.17%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0%	1.60	3.85%	11953.10	4.28%
Unknown/Incomplete/NA	0	0%	3.80	8.94%	15831.90	5.67%
Total Teaching Positions	2	100%	42.80	100.00%	279044.80	100.00%

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

## Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2	66%	41.50	87.27%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0	0%	0.50	1.05%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0%	2.50	5.25%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	33%	0.10	0.29%	11746.90	4.23%
Unknown/Incomplete/NA	0	0%	2.90	6.09%	14303.80	5.15%
<b>Total Teaching Positions</b>	<b>3</b>	<b>100%</b>	<b>47.60</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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

## Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2	100%	39.80	93.65%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1	100%	0.00	0.00%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			1.10	2.68%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			0.50	1.36%	12112.80	4.34%
Unknown/Incomplete/NA			0.90	2.26%	13705.80	4.91%
Total Teaching Positions	3	100%	42.50	100.00%	278927.10	100.00%

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

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0	0	0
Misassignments	0	1	0
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	0	1	0

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	0	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	1	0

## Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	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 2025–26)

Year and month in which the data were collected: February 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Journeys & Collections Year of Adoption 2017 (current) Next Adoption due: November 2026	0
Mathematics	Envision Math Series Year of Adoption: 2014 Plumfield Academy is currently in the review process to update Math Curriculum from the November 2025 CDE Adoption Curriculum List	0
Science	National Geographic Exploring Science Year of Adoption: 2018 (current) CA HMH Science Year of Adoption: 2018 (current)	0
History-Social Science	Impact: Ca Social Studies Year of Adoption 2017	0
Foreign Language	N/A	0
Health	Glencoe/McGraw Hill Year of Adoption: 2004 (current)	0
Visual and Performing Arts	Plumfield Academy has a robust performing arts program that includes a wide array of instruments that include drum kits, piano, keyboards, bass guitar, electric and acoustic guitar, ukelele and 2 music creator stations. Small group instruction allows for each student to have access to their own instrument.	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

### **Planned Improvements:**

Plumfield Academy broke ground in 2024 on a 1610sf campus expansion which will be dedicated to students in grades TK-3. These new buildings will allow us to serve twice as many students across all grades and will provide a classroom environment that supports the unique needs of each of our student groups. The completion of the new buildings is targeted for 2027.

## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **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.

### 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

# 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 2025–26)

On campus activities include open house events, student orientations, school conferences, student showcases and seasonal presentations and celebrations throughout the year. In addition, Plumfield Academy's PILLARS curriculum has been adapted and offered to all families during twice-annual workshops offered by Plumfield's Therapeutic Team.

## State Priority: Pupil Engagement

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

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

## **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

## School Safety Plan (School Year 2025–26)

School Safety plans and protocols are reviewed annually with school faculty and updated as needed. In the event of an active shooter/or intruder, school personnel will:

Call the Sonoma County Sheriff or 911 from a mobile or landline telephone

Emergency Notification alarm (safety horn)

will be sounded as a warning

Teachers and support staff will facilitate evacuation of the school using a predetermined 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 the threat.

When

running and or hiding are not an option, school personnel will attempt to fight off the threat using any method available to them.

In the event of a bomb threat, school personnel will:

Call 911 or Sonoma County Sheriff and sound the safety horn.

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 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**	4.00			

\* 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 2023–24)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				
6				
Other**	5.00			

\* 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 2024–25)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				
6				
Other**	4.00			

\* 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 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts				
Mathematics				
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 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	6.00	2		
Mathematics	5.00	2		
Science	6.00	2		
Social Science	6.00	2		

\* 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 2024–25)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes*</b> <b>1-22</b>	<b>Number of Classes*</b> <b>23-32</b>	<b>Number of Classes*</b> <b>33+</b>
English Language Arts	4.00	2		
Mathematics	4.00	2		
Science	4.00	2		
Social Science	4.00	2		

\* 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 2024–25)**

<b>Title</b>	<b>Ratio</b>
Pupils to Academic Counselor*	9.5

\* 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 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	0.13
Resource Specialist (non-teaching)	
Other**	0.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

**Types of Services Funded (Fiscal Year 2024–25)**

Plumfield Academy provides individualized instruction and services in accordance with each students IEP. Services include Individual, Group and Parent Counseling, Speech & Language Services, Behavior Intervention Development and implementation.

**Professional Development**

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5