

# Sebastopol Independent Charter

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

### 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.



### Chris Topham, Executive Director

Principal, Sebastopol Independent Charter

#### About Our School

The Sebastopol Independent Charter School is a charter school that also is its own LEA with a charter granted by the Sebastopol Union School District. In 2017-18, our enrollment was 292 children in grades kindergarten through eight. Our K-8 class teaching staff consists of 13 credentialed teachers; all of our class teachers and most others are also certified Waldorf Teachers. The Sebastopol Independent Charter School has a Special Education program to assist qualifying students in meeting their academic needs.

Established in 1995, Sebastopol Charter is a K-8 public charter school guided by the core principles of Public Waldorf Education. This kind of education allows for the development of a strong and healthy imagination that emphasizes disciplined creativity, wonder, reverence, respect for nature, and human experience. Teachers strive to bring every lesson in a lively, artistic manner that engages the children in developmentally appropriate ways.

#### Principal's Comment

Chris Topham, Executive Director

#### Contact

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

Phone: 707-824-9700  
E-mail: [ctopham@sebastopolcharter.org](mailto:ctopham@sebastopolcharter.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Sebastopol Union Elementary
<b>Phone Number</b>	(707) 829-4570
<b>Superintendent</b>	Linda Irving
<b>E-mail Address</b>	<a href="mailto:lirving@sebusd.org">lirving@sebusd.org</a>
<b>Web Site</b>	<a href="http://www.sebastopolschools.org">www.sebastopolschools.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Sebastopol Independent Charter
<b>Street</b>	1111 Gravenstein Hwy N
<b>City, State, Zip</b>	Sebastopol, Ca, 95472
<b>Phone Number</b>	707-824-9700
<b>Principal</b>	Chris Topham, Executive Director
<b>E-mail Address</b>	<a href="mailto:ctopham@sebastopolcharter.org">ctopham@sebastopolcharter.org</a>
<b>Web Site</b>	<a href="http://www.sebastopolcharter.org">www.sebastopolcharter.org</a>
<b>County-District-School (CDS) Code</b>	49709386113039

*Last updated: 1/31/2019*

### School Description and Mission Statement (School Year 2018—19)

Sebastopol Charter was the second public charter school guided by the core principles of Public Waldorf Education to open in the nation, eventually inspiring scores of such schools which offer an extensive education to any child, regardless of ability to pay. The school is now widely regarded as one of the leaders in public charter education worldwide, with families and teachers moving from far and wide to become a part of the community.

A school's charter is a formal document that dictates that the institution will carry out a certain academic program. Central to our charter is the curriculum, in which teachers use a developmental model of education and engage children in a three-fold "head, hearts, and hands" approach. This means the students develop intellectual capacities, artistic and practical abilities, as well as an appreciation and compassion for self, others, and nature.

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. Our goal is to foster respect and love for self, for others, and for nature. We strive to encourage life-long learning so we may all reach toward our highest potential.

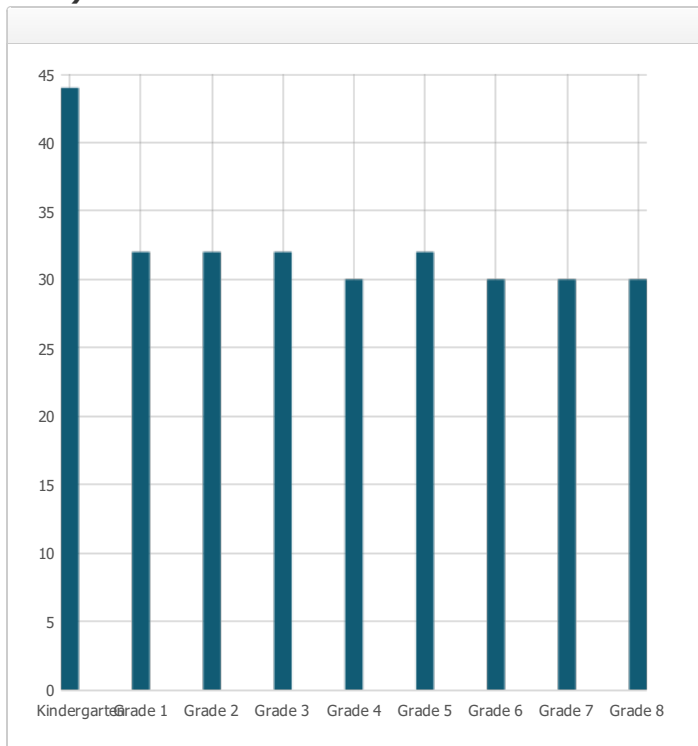
Class teachers move with their classes through the grades beginning in first grade. This commitment on the part of the teachers allows for a strong bond to develop between the children, their parents, and the teacher. The curriculum addresses the developmental needs of children. In so doing, it fosters wholesomeness while holding high academic standards. Throughout the grades, we bring a living education, integrating storytelling, music, movement, crafts, and the arts into the academic day.

Sebastopol Charter School is located on one campus at 1111 Gravenstein Hwy North, a 20 acre parcel of land just north of downtown Sebastopol.

*Last updated: 1/31/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	44
Grade 1	32
Grade 2	32
Grade 3	32
Grade 4	30
Grade 5	32
Grade 6	30
Grade 7	30
Grade 8	30
<b>Total Enrollment</b>	<b>292</b>



Last updated: 1/31/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.7 %
Asian	1.0 %
Filipino	%
Hispanic or Latino	11.6 %
Native Hawaiian or Pacific Islander	%
White	75.3 %
Two or More Races	11.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.5 %
English Learners	0.3 %
Students with Disabilities	10.3 %
Foster Youth	%

## A. Conditions of Learning

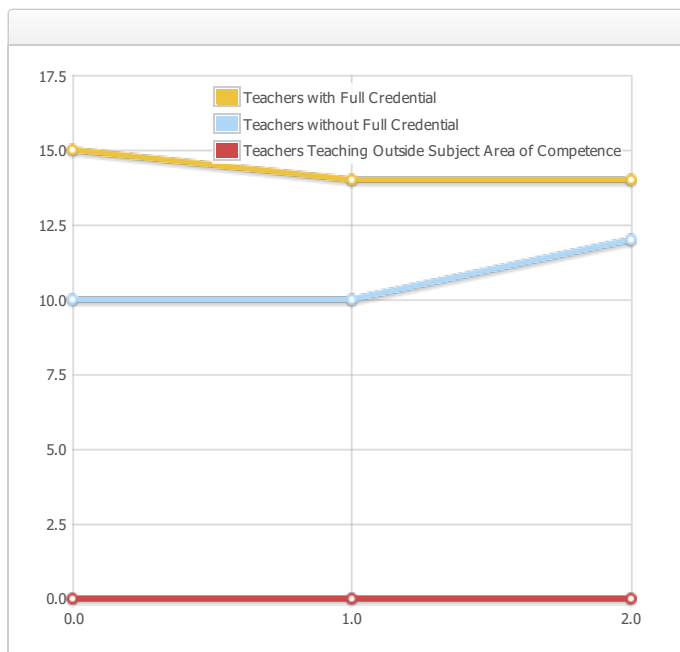
### State Priority: Basic

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 Credentials

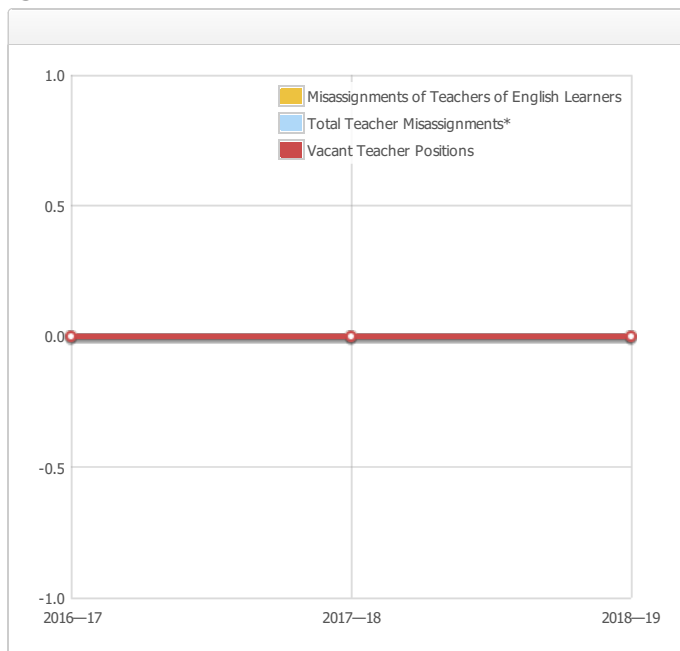
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	15	14	14	13
Without Full Credential	10	10	12	12
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected:

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts			0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2019*

## School Facility Conditions and Planned Improvements

The school provides daily janitorial services to all restrooms and shared spaces on campus. We provide supervision 30 minutes before and after-school on school premises.

*Last updated: 1/31/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report:

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

## Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating	Good
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*Last updated: 1/31/2019*

## 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, which 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); and
- 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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	72.0%	52.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	48.0%	60.0%	37.0%	38.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/31/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	176	95.65%	72.16%
Male	74	73	98.65%	67.12%
Female	110	103	93.64%	75.73%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	22	22	100.00%	59.09%
Native Hawaiian or Pacific Islander				
White	139	132	94.96%	73.48%
Two or More Races	21	20	95.24%	80.00%
Socioeconomically Disadvantaged	67	64	95.52%	57.81%
English Learners	--	--	--	
Students with Disabilities	26	25	96.15%	40.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

*Last updated: 1/31/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	180	97.83%	60.00%
Male	74	73	98.65%	57.53%
Female	110	107	97.27%	61.68%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	22	22	100.00%	54.55%
Native Hawaiian or Pacific Islander				
White	139	135	97.12%	59.26%
Two or More Races	21	21	100.00%	71.43%
Socioeconomically Disadvantaged	67	65	97.01%	50.77%
English Learners	--	--	--	
Students with Disabilities	26	25	96.15%	24.00%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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

*Last updated: 1/31/2019*

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/31/2019*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 1/31/2019*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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 2017–18)

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	--	20.0%	76.7%
7	13.3%	33.3%	50.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2019

## 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 2018—19)

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.

Each teacher works with at least one volunteer "class parent" who gives ongoing support towards the smooth functioning of the classroom. Class Parents coordinate classroom volunteers (such as helpers in handwork), make field trip arrangements, notify parents of important news and class meetings, organize the class phone tree, assist in the parent evenings, help the teacher move and set up the classroom each year, etc. Parents volunteer in their child's classroom as requested by the teacher, assisting with school projects, helping with light repairs and classroom set up, maintaining the grounds, etc. In particular, each class puts on a class play which requires a great deal of parent involvement.

At times the administrative staff will also request parent help, posting current needs in our weekly and monthly parent communication, The Charter Notes.

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

Some specific examples of school activities involving parents include:

- Kindergarten – Halloween Celebration planned by the teacher with parent helpers; Winter Garden/Spiral celebration; grandparent's tea.
- 1st grade – Class swimming lessons in May given by the Sebastopol Rotary Club.
- 2nd grade – Winter Garden/Spiral celebration
- 3rd grade – Farm and Practical Arts trips planned by the teacher with parent help.
- 4th grade – Fort Ross Field Trip chaperoned by a dozen or so parents.
- 5th grade – Greek Games Pentathlon; nearly a dozen Waldorf schools (charter and private) participate in a stylized, cooperative competition.
- 6th grade – Medieval Games; over a dozen Waldorf schools (charter and private) participate in a rollicking, cooperative competition.
- 7th grade – School team sports begin often with parent volunteer coaches. Gr7/8 T rack Meet. Winter and spring music concerts. Food preparation and set-up for 8th grade graduation.
- 8th grade – An extensive 8th grade trip planned by the teacher with parent help, as well as a full-length play production, and events surrounding graduation. Winter and spring music concerts.

# State Priority: Pupil Engagement

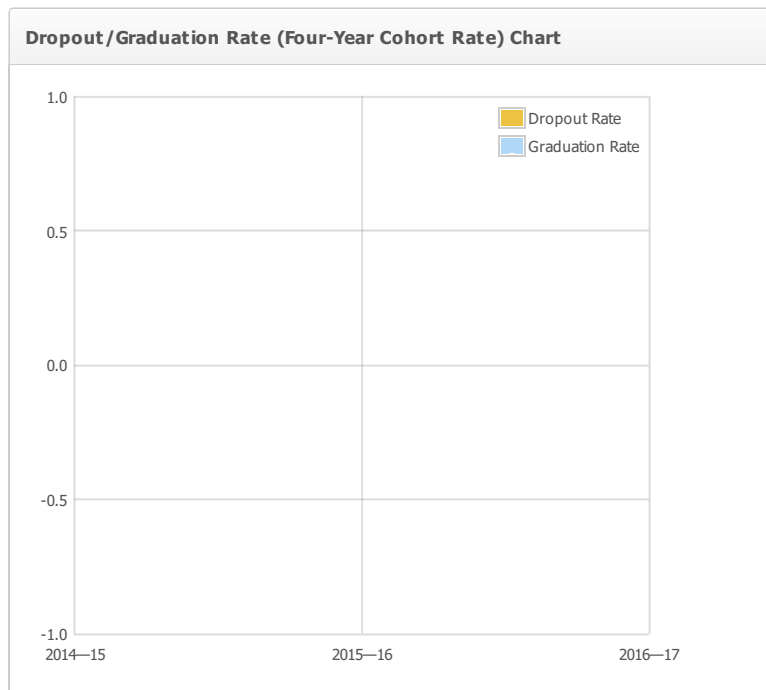
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/31/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

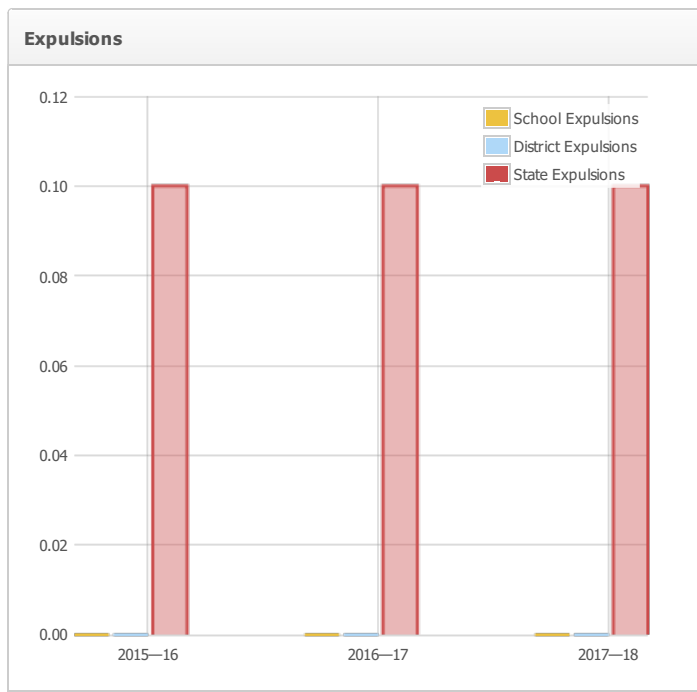
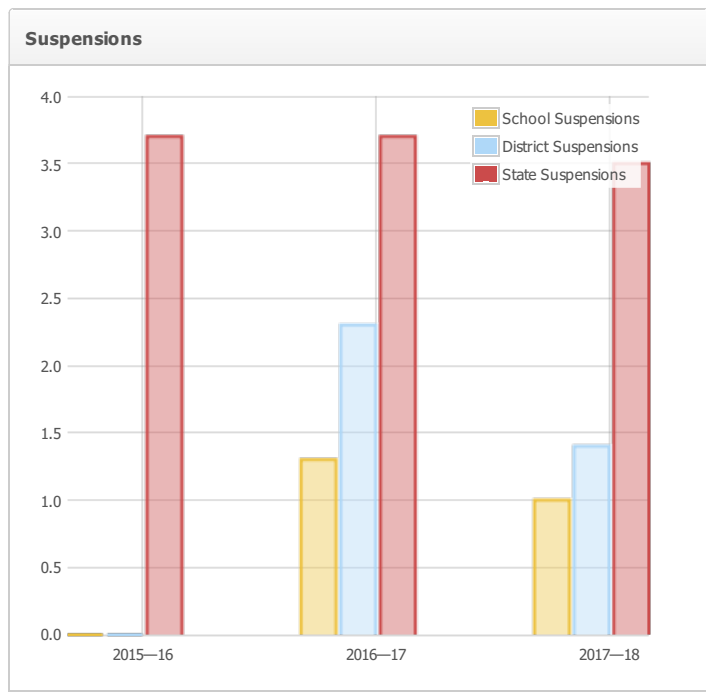
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	1.3%	1.0%	--	2.3%	1.4%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	--	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

## School Safety Plan (School Year 2018—19)

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 School's Insurance Group (RESIG).

Last updated: 1/31/2019

## 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 (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	32.0		1	
2	31.0		1	
3	32.0		1	
4	32.0		1	
5	29.0		1	
6	29.0		1	
Other**	32.0		2	

\* 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		2	
1	32.0		1	
2	32.0		1	
3	30.0		1	
4	32.0		1	
5	30.0		1	
6	30.0		1	
Other**	30.0		2	

\* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		2	
1	32.0		1	
2	32.0		1	
3	32.0		1	
4	30.0		1	
5	32.0		1	
6	30.0		1	
Other**	30.0		2	

\* 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.

Last updated: 1/31/2019



### Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

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 * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	32.0		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 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	31.0		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 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics	30.0		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.

*Last updated: 1/31/2019*

**Academic Counselors and Other Support Staff (School Year 2017–18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist		N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\*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.

Last updated: 1/31/2019

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$66190.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/31/2019

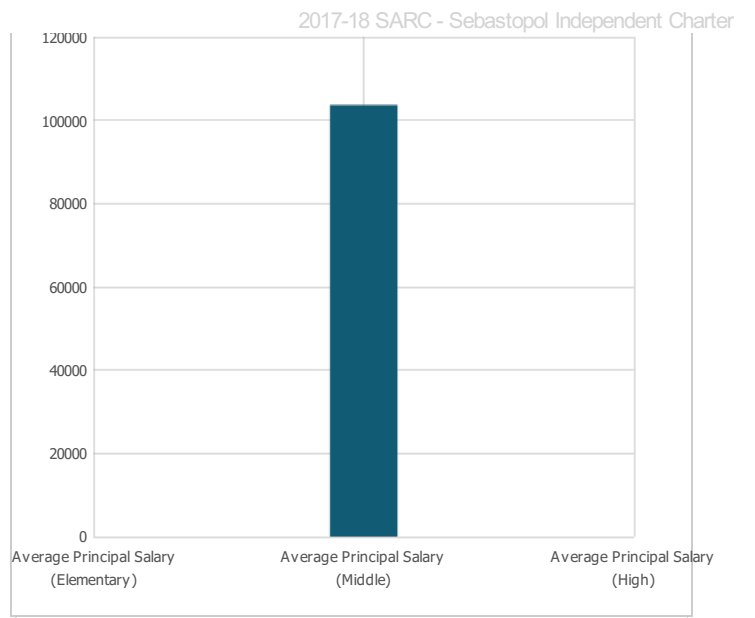
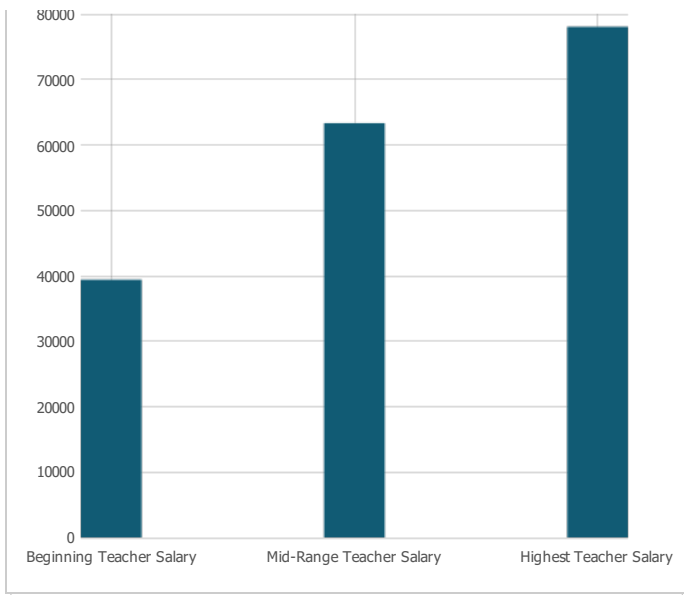
**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,405	\$44,375
Mid-Range Teacher Salary	\$63,328	\$65,926
Highest Teacher Salary	\$78,052	\$82,489
Average Principal Salary (Elementary)	\$	\$106,997
Average Principal Salary (Middle)	\$103,661	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$134,800	\$121,894
Percent of Budget for Teacher Salaries	28.0%	32.0%
Percent of Budget for Administrative Salaries	3.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart



*Last updated: 1/31/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/31/2019*

**Professional Development**

At Sebastopol Charter School, we put an emphasis on professional development for our teachers and staff. Every year, the majority of our faculty attend an annual 3-day Waldorf Teachers conference in January hosted by the Alliance for Public Waldorf Education (AFPWE). As a school, we host 5-8 developmental days per year focusing on policies, procedures, and trainings which benefit the school as a whole. Each week, we host a mandatory faculty meeting where we address school-wide activities and do specialized child studies. Our teachers each have a mentor they work with directly, and we also support further teacher training based on individual needs. Each summer most of our teachers participate in a week-long training course to assist them in their next year's grade level. We also have had extensive teacher training in Restorative Justice Discipline. Teachers receive training, mentoring, and support in using these tools and practices.

*Last updated: 1/31/2019*