

Sonoma Charter School
Regular Governing Board Meeting Agenda

Tuesday, June 25, 2024 5:00 p.m. Closed Session 6:00 p.m. Open Session

Meeting will be accessible at school – Conference Room, Sonoma Charter School

17202 Sonoma Highway, Sonoma, CA 95476
OR

Join Zoom Meeting

<https://us04web.zoom.us/j/5129451796?pwd=Zp50i3xY6xtNtUxcu98usZ3a5BGdwb.1&omn=76054954873>

Sonoma Charter School adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at 707-935-4232. All efforts will be made for reasonable accommodations.

Welcome to our Board meeting. Documents provided to a majority of the Governing Board regarding this agenda will be made available for public inspection in the School Office located at 17202 Sonoma Hwy., Sonoma, CA 95476 during normal business hours. Such writings and documents are posted on the School's website at <https://www.sonomacharterschool.org/> as well as on ParentSquare, and clicking on Board of Education. A file copy is also available in the the meeting room. Said file is not to be removed from the room.

AGENDA

5:00 p.m. CLOSED SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT

The Board recognizes the value of public comment on educational issues and provides this time for members of the audience to address the Board on any item to be disclosed in closed session. Each speaker is requested to identify themselves prior to addressing the Board and to limit comments to three minutes.

II CLOSED SESSION - Recess to Closed Session – Board to consider and/or take action on any of the following:

PUBLIC EMPLOYEE PERFORMANCE EVALUATION (§ 54957(d))

Positions: Interim Director, Interim Superintendent

III RECONVENE IN OPEN SESSION

Report any actions taken in closed session

6:00 p.m. OPEN SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT

At this point on the agenda, opportunity is provided for an individual or representative of a group to make statements to the Board regarding an item not listed on the agenda. A speaker shall be limited to 3 minutes (Board Bylaw 9323). The Board will not take action on an item introduced during this portion of the agenda as this would constitute an illegal act on the part of the Board.

II CONSENT CALENDAR

A. Approve Minutes: Board Meeting of June 11, 2024

- B. Approve Minutes: Special Board Meeting on June 20, 2024
- C. Affirm Approval of Employee Contracts (June 20, 2024)

III. GOVERNANCE

- | | |
|--|-------------|
| A. Local Indicators Report | Information |
| B. Approve 2023-24 Local Control Accountability Plan (LCAP) | Action |
| C. Approve the 2023-2024 Budget | Action |
| D. Approval of 2024/25 Education Protection Account Spending Plan Resolution | Action |
| E. Approval of 2024-25 Consolidated Application for Federal Funding | Action |
| F. Approval of 2023-24 Prop 28 AMS Annual Report | Action |
| G. Approve Annual LCAP Update 2023-24 | Action |

MEETING ADJOURNED AT _____

Sonoma Charter School

Regular Governing Board Meeting Minutes

Tuesday, June 11, 2024

5:15 pm Closed Session

6:00 pm Open Session

The meeting will be accessible at the school – Room 7, Sonoma Charter School

17202 Sonoma Highway, Sonoma, CA 95476

EITHER

Join Zoom meeting

<https://us06web.zoom.us/j/2176952793?pwd=FmpjaWgebB28wwBZXKGLrCrHknkodW.1>

Meeting ID: 217 695 2793 Passcode: x4rPsF

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Welcome to our Board of Directors meeting. Documents provided to the majority of the Board of Directors regarding this agenda will be available for public inspection at the School Office located at 17202 Sonoma Hwy., Sonoma, CA 95476 during normal business hours. Such writings and documents are posted on the school's website at <https://www.sonomacharterschool.org/>, as well as on ParentSquare and by clicking on Board of Education. A copy of the file is also available in the meeting room. Said file cannot be removed from the room.

MINUTES

5:15 p.m. CLOSED SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

Present: Ross Cannard, Ashley Holladay, Belli Skinner, Greg Stubbs

I PUBLIC COMMENT - Opportunity for public to comment on Closed Session items(s).

*The Board recognizes the value of public comment on educational issues and provides this time for members of the audience to address the Board on **any item to be disclosed in closed session**. Each speaker is requested to identify themselves prior to addressing the Board and to limit comments to three minutes.*

There were no public comments

II CLOSED SESSION - Recess to Closed Session – Board to consider and/or take action on any of the following:

PUBLIC EMPLOYEE EMPLOYMENT (§ 54957) ⇒ Titles: Teacher, Reading Specialist, Instructional Assistant, Back Office Manager, Campus Supervisor, Student Supervisor, Specialists, EL Aide/Community Liaison, Finance/Special Ed, Student Support Services positions.

- C. Budget Update as of May, 2024 received by Board
- D. Adopt Resolution 04/2023-24 naming REYNOLDS and QUINTERO as Signatories on Revolving Account # 1140056795 and Field Trip Account # 1140069301, and removing BOUNDS and SOWERS
Moved: Cannard. Second: Aviles Vote: 5-0
- E. Revised Arts, Music Instructional Materials Grant plan
Moved: Stubbs Second: Aviles Vote: 5-0

VI. GOVERNANCE

- A. End Of Year Sonoma Charter School Student Achievement Report was reviewed by the Board
 - a. Student Growth Percentile data shows SCS students grew more than a year in a year's time.
 - b. CAASPP data – demonstrates some areas of challenge, which are addressed in the LCAP
- B. Facilities Use Agreement Update provided to the Board

VII. INFORMATION AND REPORTS

- A. Staff Report None – it's summer!
- B. CCC Report In summer survival mode, will have a meeting next week, looking forward to meeting with Mary, and they have some fun ideas for the beginning of the school year. They thanked Cole and Becky for the excellent Field Day.
Becky, on behalf of the employees thanked CCC for all of the wonderful support and acknowledgement this year. She said it made such a difference for the teachers and staff.
- C. Director's Report None
- D. Superintendent's Report Relieved LCAP and budget are completed, she and Paloma are currently performing the back office functions and closing out the year in the various data systems. Paloma has learned the payroll system, textbooks and supplies will be ordered after July 1.
- E. Board Report None

Sonoma Charter School

Special Governing Board Meeting Minutes

Thursday, June 20, 2024 • 5:00 p.m.

Meeting was accessible at school (Admin Conference Room) and online via Zoom:

<https://us04web.zoom.us/j/5129451796?pwd=Zp50i3xY6xtNtUxcu98usZ3a5BGdwb.1&omn=76054954873>

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5:00 p.m. CLOSED SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I. PUBLIC COMMENT -- Opportunity for public to comment on Closed Session items(s).

The Board recognizes the value of public comment on educational issues and provides this time for members of the audience to address the Board on any item to be disclosed in closed session. Each speaker is requested to identify themselves prior to addressing the Board and to limit comments to three minutes.

No comments from the public.

II. CLOSED SESSION -- Recess to Closed Session – Board to consider and/or take action related to:

Public Employment -- Review of 2024-25 Personnel Contracts Govt. Code 54957.6

III. RECONVENE AND REPORT OUT *(see reporting below)*

APPROVED CERTIFICATED CONTRACTS (full-time unless otherwise noted)

Director	Mary Reynolds
TK Teacher	Rachelle Engebret
K Teacher	Elizabeth Marinovich
1 st Teacher	Olivia Gearing
2 nd Teacher	Angela Thibault
3 rd Teacher	Brittany Jones
4 th Teacher	Alexandra Sanchez
5 th Teacher	Elizabeth Bissiri
6 th Teacher	Raegen Hedley
7 th Teacher	Becky Perkins
8 th Teacher	Jason Page
Reading Specialist.....	Judy Moses 0.53 FTE

APPROVED CLASSIFIED CONTRACTS

Back Office Manager	Paloma Quintero
PE Specialist	Cole Aviles
Art Specialist.....	Julie Calhoun
TK Classroom Assist	Ilse Arias
K Classroom Assist	Erika Nieves
1 st grade Classroom Assist.....	Susie Gutierrez
2 nd grade Classroom Assist	Janette Jauregui-Macias
2 nd grade Student 1:1 Assist	Angela Farias
4 th grade Student 1:1 Assist	Edna Hernandez
6 th grade Student 1:1 Assist	Brayan Martinez
SpEd Instructional Assist	Kristian Rios
SpEd Instructional Assist	Yolaisi Prieto-Magana
EL Instructional Assist.....	Yolanda Rodriguez
Technology Coordinator	Erica Harwood-Brumley
Student Supervisor	Christine Velarde
Campus Supervisor	Victoria Skinner

Optional Narrative Summary for Sonoma Charter

The Optional Narrative may not exceed 500 characters

Message

Sonoma Charter School is a K-8 school located in Boyes Springs in the Sonoma Valley. It opened in September 1994 and just celebrated the 30th anniversary.

Sonoma Charter prides itself on strong academics, a rich arts program, and using a "whole child" approach for every student. Our school community is vibrant, supportive, and involved in everything we do.

Sonoma Charter School is a K-8 school located in Boyes Springs in the Sonoma Valley. It opened in September 1994 and just celebrated the 30th anniversary. Sonoma Charter prides itself on strong academics, a rich arts program, and using a "whole child" approach for every student. Our school community is vibrant, supportive, and involved in everything we do.

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

All fields marked with an asterisk (*) are required

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0%

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

0

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

ELA and Math texts and instructional materials are recent purchases. Social studies and science texts and instructional materials will be replaced this year.

PRIORITIES

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards) *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

History-Social Science*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards)*

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

History-Social Science*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards) *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Next Generation Science Standards *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

History–Social Science *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A

Health Education Content Standards *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Physical Education Model Content Standards *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Visual and Performing Arts *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

World Language*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ N/A

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Identifying the professional learning needs of individual teachers*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Providing support for teachers on the standards they have not yet mastered*

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
 5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.
- All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.*

Sonoma Charter School's strength is in building relationships between school staff and families. Our families are very involved in all aspects of school function.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.*

The focus area for building relationships between school staff and families is to do more outreach to Hispanic and English Learner families to have their participation levels equal that of other families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.*

See #2. We are working to improve engagement of under-represented families by having more bilingual employees in public facing positions, having a community liaison do active outreach to these families, and by looking at other models for ELAC meetings to encourage more attendance.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

The LEA is very strong in communicating with families regarding student outcomes. Teachers communicate with all families weekly and are available for meetings, e-mails, and other communications year-round. Teachers have parent conferences in the fall, communicate benchmark data 3 times a year along with report cards, and encourage parent involvement in all aspects of student learning.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

As with the previous section, the focus area for improvement is to engage under-represented families in partnerships for student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

See #2. We are working to improve engagement of under-represented families by having more bilingual employees in public facing positions, having a community liaison do active outreach to these families, and by looking at other models for ELAC meetings to encourage more attendance.

Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

Sonoma Charter is a small school, with 220 students, 10 regular education teachers, a special ed teacher, and a Director. In such a small environment, it is easy to get input and local data for decision-making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *

Because we are so small, and our families are so busy, getting families to respond to opportunities to provide input. However, as the majority of Board members are parents in the school, and because we have a very active parent organization, we do get input. We just need more.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making. *

We have a new Director, and this is one of her priorities for the year.

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in *California Education Code 52052*, when such data is available as part of the local school climate survey.

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

We use the Youth Truth survey to get this type of data. The data shows that all student groups feel safe and a majority feel connected. The data is not disaggregated by student group, but by grade. It shows that students are feeling less connected as they progress through the grades.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

We found that the majority students in K-5 enjoyed coming to school every day, but a minority of students in 6-8 enjoyed coming to school every day. The question is whether this is a natural developmental progression into adolescence. However, in other measures, the great majority of students felt their teachers respected them and reported having friends.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

As all of SCS scores exceeded the county scores and national scores on most measures, the lower scores will be discussed at staff meetings and strategies will be developed for continuous improvement.

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

PRIORITIES

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* for Grades 1–6 and Grades 7–12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

As a K-8 school, all students in all grades have access to a broad course of study as defined by the state of CA.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences

across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

As a single TK-8 charter school with one class for each of grades TK - 8, all students receive consistent access to a broad course of study. This is evident in scores on benchmark and state assessments.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

The only barrier we have to enriching our broad course of study is funding. Our chartering district is a basic-aid (community funded) district and receives significantly more funding than our charter school does. We do a good job with what we have and provide a rich and engaging curriculum, but if we had the same funding, our program would only be that much more rich.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

The school will be implementing more intensive services for English Learners and other unduplicated pupils as described in the LCAP.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

Date of the Local Indicator Presentation

All priorities MUST be completed (denoted by a green checkmark next to each priority in the left side menu) prior to entering a date.

Please provide the date that the local indicators were presented to the local governing board/body. This meeting must be the same meeting at which the 2024-25 LCAP was adopted.

Please note that the local governing board/body meeting date cannot occur before March 2024.

Date taken to local governing board *

06/25/2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma Charter School

CDS Code: 49 70953 6111678

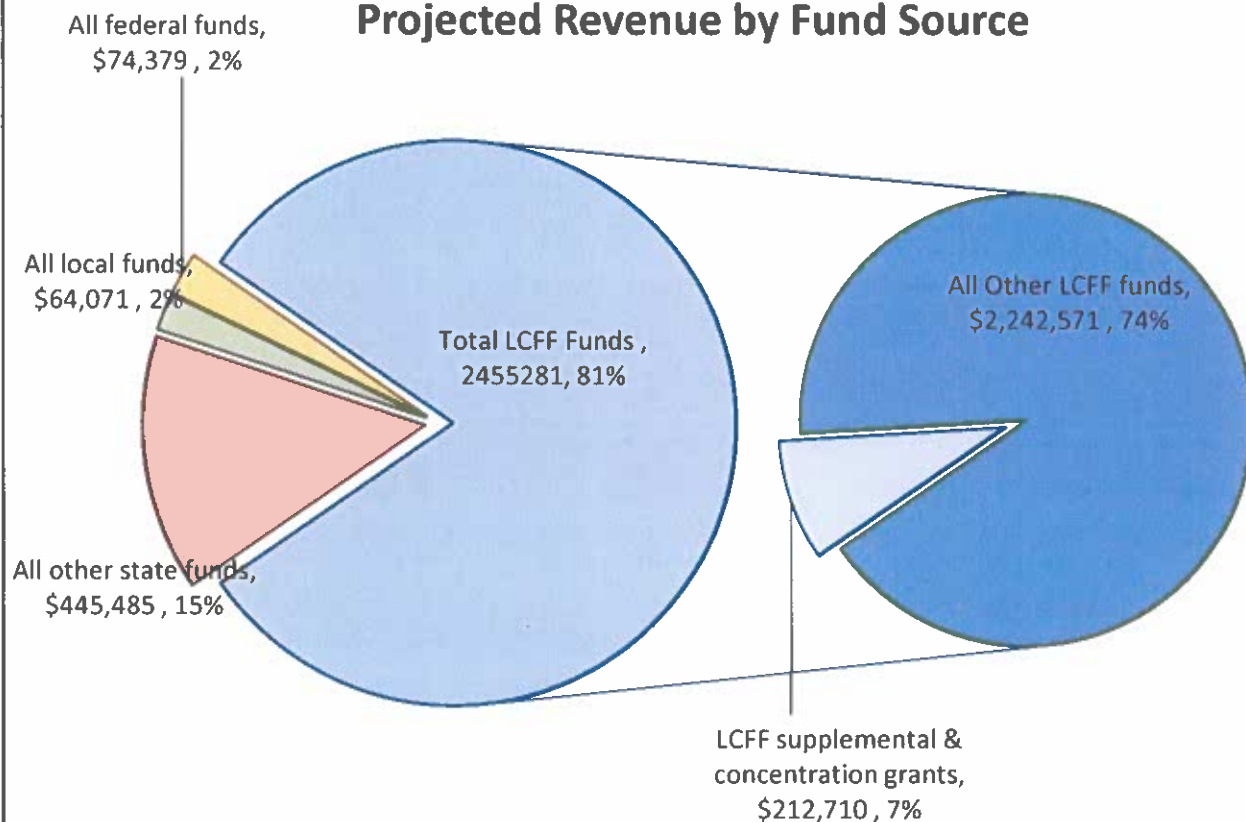
School Year: 2024 - 25

LEA contact information: Catherine Stone, Interim Superintendent, cstone@scs.k12.ca.us, (707) 935-4232

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024 - 25 School Year

Projected Revenue by Fund Source

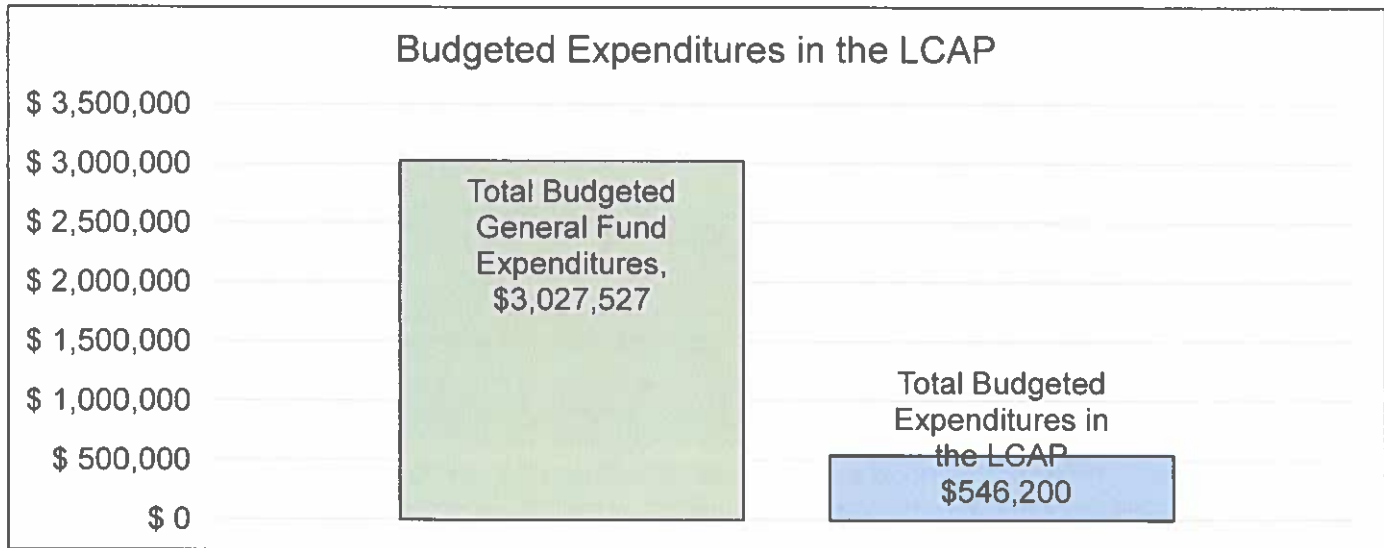


This chart shows the total general purpose revenue Sonoma Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Charter School is \$3,039,216.00, of which \$2,455,281.00 is Local Control Funding Formula (LCFF), \$445,485.00 is other state funds, \$64,071.00 is local funds, and \$74,379.00 is federal funds. Of the \$2,455,281.00 in LCFF Funds, \$212,710.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sonoma Charter School plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonoma Charter School plans to spend \$3,027,527.00 for the 2024 - 25 school year. Of that amount, \$546,200.00 is tied to actions/services in the LCAP and \$2,481,327.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

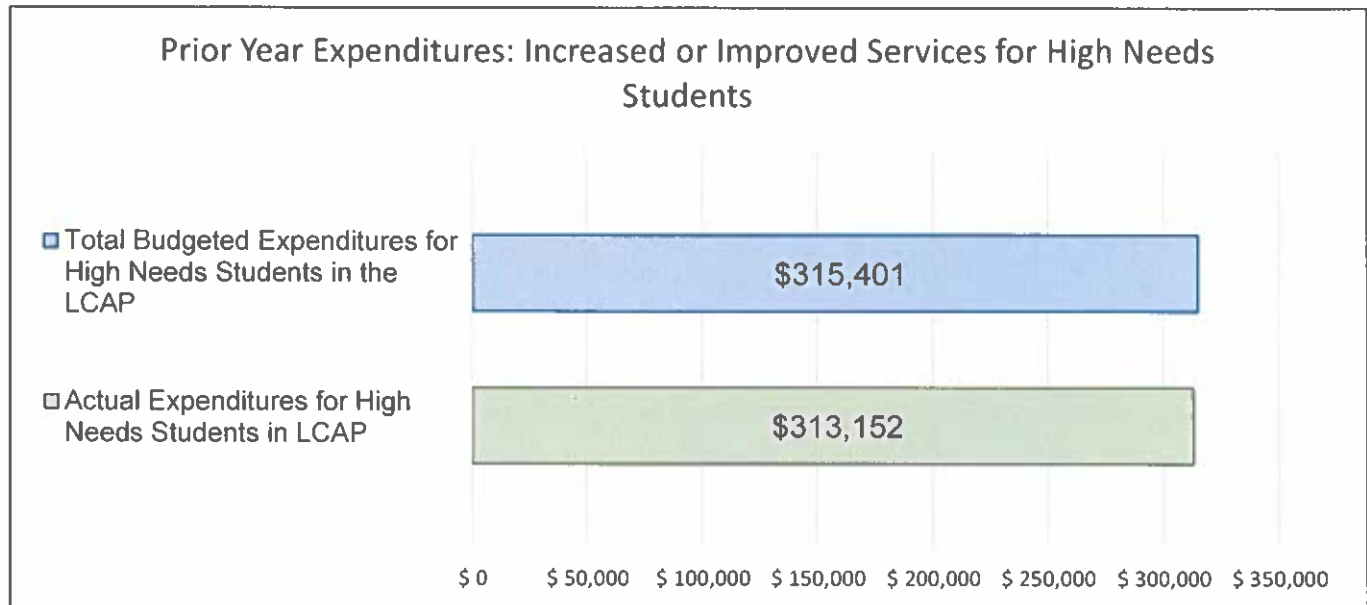
General Fund Budget Expenditures not included in the 2024-25 plan consist of the School's base program, including compensation, benefits, school supplies, professional services and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2024 - 25 School Year

In 2024 - 25, Sonoma Charter School is projecting it will receive \$212,710.00 based on the enrollment of foster youth, English learner, and low-income students. Sonoma Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma Charter School plans to spend \$262,200.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023 - 24



This chart compares what Sonoma Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sonoma Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023 - 24, Sonoma Charter School's LCAP budgeted \$315,401.00 for planned actions to increase or improve services for high needs students. Sonoma Charter School actually spent \$313,152.00 for actions to increase or improve services for high needs students in 2023 - 24. The difference between the budgeted and actual expenditures of \$2,249.00 had the following impact on Sonoma Charter School's ability to increase or improve services for high needs students:

Sonoma Charter received reduced supplemental funding for high need students compared to budget. Sonoma Charter's expenditures exceeded their allocation and % to increase services.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma Charter School	Catherine Stone	cstone@scs.k12.ca.us 707-935-4232

Plan Summary LCAP Year 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sonoma Charter School (SCS) is celebrating its 30th year! It was founded in February, 1993 (state charter number #009), and opened in September, 1994 by a group of Sonoma Valley parents, teachers and community members who were seeking an alternative educational opportunity that could serve the families within Sonoma Valley and the surrounding areas.

The school is located in the Boyes Springs area of the Sonoma Valley. This area of the Sonoma Valley is designated as a high need area of the county based on demographics and socioeconomic factors. The predominant employers are agricultural (wine industry) and service industries related to tourism. While students anywhere in the Valley can attend Sonoma Charter, more than half of the students come from within a mile of the campus.

The school serves students in grades TK-8 and prides itself in the philosophy of offering an engaging and rigorous curriculum that is project-based, thematic and integrated across the core academic subjects. SCS also emphasizes visual and performing arts as an essential component of the curriculum at every grade level.

Due to facility constraints, total enrollment is limited to 245 students with a public lottery used to select new enrollment each year. Sonoma Charter currently has an enrollment of 220 students, with 42% considered unduplicated (Socioeconomically Disadvantaged, English Learners, Foster, or Homeless.) We have seen an increase in "newcomer" students this year - students who have just arrived in the US from another country.

Sonoma Valley Unified School District (SVUSD) is the authorizer of SCS' charter and has continued to provide use of a SVUSD school property as the SCS campus. SVUSD and SCS have worked to maintain a close and supportive working relationship with SCS through the years.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Overall, on the most recent **Dashboard**, Sonoma Charter students showed growth in Mathematics, a small decline in English Language Arts, and the same level of English Learner Progress. The areas of greatest challenge and lowest performance level (red) on state indicators are in chronic absenteeism, and the

suspension rate, and the performance of English Learners, Hispanic, and Socioeconomically Disadvantaged students. In each of these groups, scores showed significant declines. White students performed above the standard in English Language Arts and Math and are in the green performance level. English Learners were in the lowest performance level (red) in English Language Arts, Math, and Chronic Absenteeism.

Pursuant to California Education Code (EC) Section 47607(c), a charter school is placed into one of the three performance level categories: high, medium, or low. Sonoma Charter was placed in the medium performance level category. A charter school in this category may be renewed for a five-year term.

STAR (Renaissance) data for the 2023-24 school year reflects the same achievement gap as determined by the Dashboard. The STAR Student Growth Percentile (SGP), which is considered a valid and reliable assessment for charter renewal by the CDE, requires an average Student Growth Percentile across all students to be 50 or above. 50 is considered as the level of one year's normed progress. The average Student Growth Percentile for the ELA STAR test at SCS is 57, showing slightly more than a year's growth. The average Student Growth Percentile for the Math STAR test at SCS is also 57, showing slightly more than a year's growth

Looking at SGP averages disaggregated by student groups, results show Normal and High Growth in all groups except 4th grade reclassified English Learners, 7th and 8th grade English Learners, some students with 504 plans, and 8th grade Special Education students. Overall, Grades 1, 4, 6, 7, and 8 showed lower growth in ELA, and Grades 4th and 8th showed lower growth in Math. With such a small population of students, grades with more unduplicated pupils will generally show lower growth.

STAR Grade Equivalence data shows:

Students at or above grade level:

English Language Arts	Math
Kindergarten	68%
1st grade	56%
2nd grade	68%
3rd grade	50%
4th grade	56%
5th grade	41%
6th grade	41%
7th grade	40%
8th grade	59%

Consistent with other data, English Learners average 2.0 years behind grade level in ELA and 2.1 years in Math.

Past LCAPs have addressed these challenges through implementation of the K-3 Proficiency Project, new curriculum, professional development, and focused staffing. This LCAP will directly address these challenges through some of the same actions as well as new actions.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

~~School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.~~

~~**Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.~~

~~An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.~~

Educational Partner(s)	Process for Engagement
Teachers and classified staff	Regular staff meetings, 1 or 2 per month, were held to get input and feedback on issues relevant to the LCAP. Special Education team meetings
Parents	Monthly CCC (PTO) meetings, ELAC meetings, and Board meetings Surveys regarding priorities Newsletters/Parent Square notices and information Director Search Committee
Administrators	Weekly meeting to discuss student achievement, areas of challenge, needs of the school

Students

Student leadership team meetings, Youth Truth Survey

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Sonoma Charter was created by parents and community members and continues to be driven by parent, community member, and student input, feedback, desires, and needs. The Board consists of parents, community members, and staff members. There is a very active and engaged PTO (called Charter Community Connection, and when there is more input desired, surveys are done, meetings are called, or additional committees formed.

Meetings are held throughout the year as described above – most monthly, some more often, some less often. Newsletters go out monthly from the CCC and include schoolwide news, and teachers send home weekly updates. Announcements and information go out through Parent Square a couple of times each week.

Surveys of all families show the top two priorities to be academic achievement and the arts. Parents in the PTO and on the Board also expressed the need and desire to have much more representation by Hispanic and Latino families. Teachers, classified staff members, and administrators recognize the need to address and reduce disparities in opportunities and outcomes between student groups on the Dashboard, local assessments, and participation in community activities. All groups expressed that more social-emotional and behavior support was needed.

The LCAP's four goals directly address this input. While some goals remain the same, some of the actions are changing as they have not produced the desired outcome, the technology goal has been replaced, and the target of some goals has changed. A goal and actions that increase or improve services for unduplicated pupils have been added.

Goals and Actions

ACADEMIC ACHIEVEMENT

Goal #	Description	Type of Goal
1	Increase Academic Achievement for All Students	Broad

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

While local assessment data (STAR) shows that the average Student Growth Percentile (SGP) is above 50, the equivalent of one year of growth, our scores on CAASPP and the Dashboard are still lagging.

On the 2023 CA Dashboard, there are 5 levels of performance: Very high (blue), high (green), medium (yellow), low (orange), and very low (red). Schoolwide, Sonoma charter students are at the low performance level for English Language Arts, medium level for Math, and medium level for English Learner Progress.

Scores declined in English Language Arts for all groups: English Learners, Hispanic, Socioeconomically Disadvantaged, and White. In Math, scores declined for English Learners and Hispanic students. Socioeconomically Disadvantaged student's scores maintained the same level (below standard), and White student scores increased. Scores are stronger in lower grades and weaker in upper grades. This may be due to COVID impact as the upper grade students were in 3rd, 4th, and 5th grades during the shutdown.

When the data is disaggregated for student groups, English Learners are in the very low (red) level in both English Language Arts and Math and declined from last year's scores.

Sonoma Charter School will ensure growth for all students with an emphasis on closing the achievement gap by providing a high quality educational program that focuses on raising the overall academic achievement for all students, as well as all student groups: English Learners, Socioeconomically Disadvantaged, Hispanic, and students with exceptional needs.

A primary area of focus will remain on our curricular program to ensure that it is coherent and aligned with state standards, and a focus on equity and access for students through our curriculum, instruction, and assessment.

This will be measured by an accurate collection and analysis of data: verified STAR test SGP data administered 3 times each year, data from adaptive technology (Lexia, Dreambox, Waggle or similar), IRLA reading assessments, ELPAC, and Dashboard/CAASPP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Providing all students access to appropriately assigned and fully credentialed teachers	Of ten grade level teachers, 2 are interns, and 2 are teaching on local single subject permits. A special education teacher is still needed.	[Insert outcome here]	[Insert outcome here]	All classroom teachers and special education teachers will be fully credentialed for their teaching assignment.	[Insert current difference from baseline here]
2	Providing all students access to instructional materials that align with state standards	Students have standards-aligned instructional materials in all subjects and grades, but some are more than 20 years old. Some curriculum may not have Universal Design for Learning (UDL) components.	[Insert outcome here]	[Insert outcome here]	All standards-aligned instructional materials will be current and contain UDL and EL components.	[Insert current difference from baseline here]
3	Student Growth Percentage (SGP) STAR assessment). As SGP will be used as a valid and reliable assessment for charter renewal by the CDE, it is important to show consistent growth as indicated by this measure.	Sonoma Charter's average Student Growth Percentage is currently 57 in both English Language Arts and Math. An SGP of 50 is the level of one year's normed progress.	[Insert outcome here]	[Insert outcome here]	The SGP will stay above 50.	[Insert current difference from baseline here]
4	English Language Arts achievement	The 2023 Dashboard indicates that SCS	[Insert outcome here]	[Insert outcome here]	SCS students will increase their	[Insert current difference from

		students are at the low performance level (orange). They are 20 points below standard.				performance level to yellow or green and be at the standard level.	baseline here]
5	Mathematics achievement	The 2023 Dashboard indicates that SCS students are at the medium (yellow) level. They are 42.6 points below standard.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	SCS students will increase their performance level to green and be at the standard level.	[Insert current difference from baseline here]
6	English Learner Progress	The 2023 Dashboard indicates that English Learners are making medium (yellow) progress, with 45.9% making progress. This declined from 47.3% last year.	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	English Learner Progress will improve with at least 60% making progress per the Dashboard.	[Insert current difference from baseline here]
7	Data Manager	Data management and reporting is a critical part of being able to target instruction effectively. Formerly, the Academic Specialist did this.				Maintain this position or assign it as a part of another position.	

IMPROVED SERVICES FOR UNDER-PERFORMING STUDENTS

Goal #	Description	Type of Goal
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2	This goal seeks to improve achievement for under-performing students by improving services and securing evidenced-based programs/services to maximize learning for these students. SCS will increase academic growth, achievement and enrichment opportunities for all students, as well as close achievement gaps with underperforming student groups.	Broad
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State Priorities addressed by this goal.

4, 8

An explanation of why the LEA has developed this goal.

Per the Dashboard, Sonoma Charter's unduplicated pupils are performing an average of 2 grade levels behind their peers. Hispanic students are also performing below their grade-level peers.

Based on STAR assessment results, unduplicated and other students are 1 or 2 grade levels behind their peers in English Language Arts and Math. In addition, their Student Growth Percentile shows low growth for many of these same students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Intervention Staff	0.4 Reading Intervention Teacher K3i Coaches to work with staff on use of data to inform instruction	[Insert outcome here]	[Insert outcome here]	Maintain and continue these services	[Insert current difference from baseline here]
2	After-school Intervention	Using ELOP funds, the Boys and Girls Club provides after-school intervention to unduplicated students	[Insert outcome here]	[Insert outcome here]	Maintain and continue this program	[Insert current difference from baseline here]
3	Instructional Assistants	6.75 hour instructional assistants for TK, K, 1 st , and 2 nd grades.	[Insert outcome here]	[Insert outcome here]	Maintain and continue this service	[Insert current difference from baseline here]
4	EL Instructional assistants	0.5 EL instructional assistant	[Insert outcome here]	[Insert outcome here]	2- 6.75 hour EL instructional ass'ts	[Current difference from baseline here]
5	Professional	Staff has received			Teachers and inst'l	

	Development	minimal professional development in working with unduplicated pupils, Univ. Des, for Lrng, and other curricula, instruction, data, assessment needs			asst's will all have participated in prof'l dev't trainings that will support working with unduplicated and underperforming pupils leading to higher achievement.	
6	Evidence-based programs and services to meet needs of unduplicated pupils.	K-3 Proficiency Project Lexia English			Continued use of these programs and services or others that are determined to be more effective based on data. American more effective based on data. American	

CULTURE AND CLIMATE

Goal #	Description	Type of Goal
3	Provide a safe learning environment that meets the intellectual, social, emotional, and physical needs of all students and staff.	Broad

State Priorities addressed by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Since schools were shutdown due to COVID, SCS students have exhibited more social-emotional and behavioral needs and much worse attendance rates. The Youth Truth survey indicated that some of Sonoma Charter's lowest scores were in Culture (respect and behavior) and Belonging/Relationships (feeling like a part of the school community, friendliness, bullying).

The 2023 CA Dashboard also showed that the Suspension Rate was in the lowest performing or red zone, increasing from 0% in 21-22 to 3.6% of students being suspended at least one day in 23-24. The lowest performing (red) zone included students with disabilities, the low performing (orange) zone was comprised of all other student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Counseling services	Counselor providing 5 hours of services each week in 23-24, 9.5 hours in 24-25. Referrals for counselling exceed the time the counselor has to provide service.	[Insert outcome here]	[Insert outcome here]	Increase counseling to 2 or 3 days per week depending on need.	[Insert current difference from baseline here]
2	Student Supervisor	This position, providing support services for all students, coordinating services, and supporting classroom behavioral needs, was vacated early in 22-23. In 23-24, an instructional assistant was reassigned mid-year to this role.	[Insert outcome here]	[Insert outcome here]	Maintain and continue Student Supervisor services.	[Insert current difference from baseline here]
3	System for sharing confidential student behavior and other data with teachers and other staff on a consistent and need-to-know basis.	There is no current formal system that teachers can access and provide input to.			Formal system in place for information sharing for staff.	

4	Suspension rate	In 2022-23, the Suspension Rate was 3.6%, up from 0% in 21-23. While a 0% suspension rate is admirable, the reality is that a 3.6% rate is only 8 students suspended. It is desirable to maintain a low suspension rate.			Maintain a low suspension rate.
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Insert or delete rows, as necessary.

ENGAGEMENT

Goal #	Description	Type of Goal
4	Increase family, student and community engagement. Provide students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, suspension rates and promotion rates. Seek input from all parents, and engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.	Broad

State Priorities addressed by this goal.

3, 5

An explanation of why the LEA has developed this goal.

Based on the Youth Truth Survey and attendance data, SCS student engagement needs to improve. On the Youth Truth Survey, only 44% of 3rd-5th grade students “really enjoy going to school”, and 45% of 6th-8th grade school “enjoy school most of the time”.

On the 2023 CA Dashboard the school’s Chronic Absenteeism (absent for more than 10% of school days) metric was in the very low (red) zone, meaning a high chronic absenteeism rate (35%). By student group, Els, Hispanic, and Socioeconomically Disadvantaged students were all in the red zone (lowest performing) and white students were in the orange zone – low performing.

Parent involvement increased in the 23-24 school year as measured by parent attendance at meetings and events, but involvement in decision-making and other school involvement opportunities by English Learner and Hispanic families remains low.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	Since COVID, the ADA rate has hovered around 92%	[Insert outcome here]	[Insert outcome here]	Attendance rate of 95%	[Insert current difference from baseline here]
2	Extra-and Co-curricular Offerings	Fine arts, music, leadership, performing arts, and intra- and inter-mural athletics provided	[Insert outcome here]	[Insert outcome here]	Continue these programs and expand as budget allows.	[Insert current difference from baseline here]
3	Community Liaison	0.3 FTE Community Liaison position	[Insert outcome here]	[Insert outcome here]	Increased community involvement by parents of EL and Hispanic students. Maintain and continue this position	[Insert current difference from baseline here]
4	School Website	Website has been improved, but needs more regular updating of information for the community			Regularly updated and appealing website.	
5	Other Communications	Parent Square, Monday folders, Board meeting reports, phone calls, and e-mail are all used to communicate with parents.			Continued usage of communication modes that work. Consideration of other vehicles to get more engagement (eg. Constant Contact or other text-based tool)	

6	Bilingual front office staff	SCS has had bilingual front office staff for the past 2 years. It has made a huge difference in parent communication.			Continue bilingual front office staff position.
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional materials aligned with state standards	ELA, Math, Science and Social studies instructional materials are current and aligned with state standards and include Universal Design for Learning materials	40,000	No
2	Professional Development	High quality professional development on working with unduplicated pupils, implementing Universal Design for Learning, working with neuro-diverse learners, alignment with Common Core, and other curricula, instruction, and assessment topics.	\$15,000	Yes
3	Data manager	Manages and reports on all achievement data: STAR, CAASPP, IRLA, Lexia, Waggle	\$20,000	No
4	0.4 Reading Intervention Teacher	Teacher dedicated to improving reading for unduplicated students who are underperforming on CAASPP and STAR	\$38,000	Yes
5	After School Intervention	Programming provided by Boys and Girls Club of Sonoma using ELOP funds augmented by Supplemental funding	\$112,000	Yes
6	Instructional assistants	TK, K, 1, 2 instructional assistants to support acquisition of reading and math skills	\$127,200	No
7	EL Instructional assistants	2 instructional assistants to work with EL students on ELD	\$46,000	Yes
8	K-3i Proficiency Project coaches	Coach teachers in use of data to drive instruction	\$5,000	No
9	Lexia English	Online program to support English Language acquisition	\$20,000	Yes
10	Counseling services	9.5 hours of counseling per week	\$34,000	No
11	Student supervisor	Position to support student social-emotional and behavioral needs	\$43,000	No
12	Data system for sharing confidential student information with staff	Additional module for current SIS	\$10,000	No
13	Community Liaison	Bilingual employee who actively recruits and works with Spanish speaking families	\$16,000	Yes
14	Attendance Clerk (part of front office)	Tracks attendance, sends out attendance letters, sets up SART and SARB meetings	\$7,000	No
15	Extra- and Co-curricular offerings	Contracts and stipends to provide these services	\$117,000	No

16	School website	Fee for maintaining and upgrading website	\$5,000	No
17	Parent Square	Communication program to reach all families	\$1,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$212,710	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.49%	0%	\$0	9.49%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2 Action 4	Several students, including many unduplicated students are below grade level in reading.	Reading intervention increases achievement in ELA for students, including unduplicated pupils, who are not reading at grade level	Goal 1, Metrics 3 and 4

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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Goal 1, Action 9	EL students are not demonstrating much growth or achievement	This action provides additional instructional materials for English Language Development	Goal 1 Metric 6
Goal 2 Action 2	EL and other unduplicated students are not demonstrating much growth or achievement	Professional development for staff focused on effective instruction of unduplicated students	Goal 1, Metric 3,4,5,6
Goal 2 Action 5	After School Intervention	After School Intervention provides additional academic support for unduplicated students	Goal 1, Metric 3,4,5,6
Goal 3 Action 7	EL Instructional Assistants	These instructional assistants will be focused on working with EL students in English Language Acquisition	Goal 1, Metric 6
Goal 3 Action 13	Community Liaison	This position works with Spanish speaking families to help them interface more effectively with the school. Helping parents understand the system and how they can best support their students to achieve.	Goal 3, Metric 3 Goal 1, Metric 3,4,5,6

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to Charter Schools	Not applicable to Charter Schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to Charter Schools	Not applicable to Charter Schools

California Department of Education
November 2023

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 622,865.00	\$ 590,502.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Intervention Staff	Yes	\$ 125,200	\$ 99,728
1	2	After-School Intervention	Yes	\$ 146,085	\$ 126,011
1	3	Teaching Assistants (TK-3)	Yes	\$ 138,460	\$ 162,587
1	4	Professional Development	Yes	\$ 4,000	\$ 4,000
2	1	Technology: Hardware	Yes	\$ 15,500	\$ 9,593
2	2	Technology: Software	Yes	\$ 25,000	\$ 24,484
3	1	Attendance and Welfare	Yes	\$ 17,500	\$ 15,677
3	2	School Counselor	Yes	\$ 24,320	\$ 24,320
3	3	Extra-and Co-Curricular	No	\$ 110,300	\$ 109,026
3	4	Positive Behavior Intervention System	Yes	\$ -	\$ -
4	1	Communication	No	\$ 5,000	\$ 850
4	2	Community Liason	Yes	\$ 11,500	\$ 14,226

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7 Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 193,545	\$ 315,401	\$ 313,152	\$ 2,249	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Intervention Staff	Yes	\$ 125,200	\$ 99,728.00	0.00%	0.00%
1	2	After School Intervention	Yes	\$ -	\$ -	0.00%	0.00%
1	3	Teaching Assistants (TK-3)	Yes	\$ 92,381	\$ 121,124.00	0.00%	0.00%
1	4	Professional Development	Yes	\$ 4,000	\$ 4,000.00	0.00%	0.00%
2	1	Technology: Hardware	Yes	\$ 15,500	\$ 9,583.00	0.00%	0.00%
2	2	Technology: Software	Yes	\$ 25,000	\$ 24,484.00	0.00%	0.00%
3	1	Attendance and Welfare	Yes	\$ 17,500	\$ 15,677.00	0.00%	0.00%
3	2	School Counselor	Yes	\$ 24,320	\$ 24,320.00	0.00%	0.00%
3	4	Positive Behavior Intervention System	Yes	\$ -	\$ -	0.00%	0.00%
4	2	Community Liason	Yes	\$ 11,500	\$ 14,226.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage from Prior Year	10. Total Percentage to Increase or Improve Services for the Current School Year (5 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,149,785	\$ 193,545	0.00%	9.00%	\$ 313,152	0.00%	14.57%	\$0.00 - No Carryover	0.00% - No Carryover

2024 - 25 Total Planned Expenditures Table

LCAP Year (Fiscal Year)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services of the Coming School Year (Entered by 1)	LCFF Carryover - Percentage Improve Services for the Coming School Year (3 = Carryover 2)	Total Projected to Improve Services
2024 - 25	\$ 2,343,571	\$ 212,710	9.485%	0.000%	9.485%

Funds	LCFF Funds	Other State Funds	Federal Funds	Total Funds	Total Personnel	Total non-personnel
Totals	\$ 434,300	\$ -	\$ -	\$ 434,300.00	\$ 304,200	\$ 142,000

Goal #	Action #	Action Title	Student Groups	Contributing to Improvement of Services?	Scope	Integrative Strategic Goal(s)	Location	Time Span	Total Personnel	Total non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Instructional materials aligned with state standards	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000	0.000%
1	2	Professional Development	All	Yes	Schoolwide	All	Sonoma Charter	Ongoing	\$ 20,000	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.000%
1	3	Classroom Management	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	0.000%
1	4	0-4 Literacy Intervention Teacher	All	Yes	Schoolwide	All	Sonoma Charter	Ongoing	\$ 38,000	\$ -	\$ 38,000	\$ -	\$ -	\$ -	\$ 38,000	0.000%
1	5	0-4 Math Intervention Teacher	All	Yes	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 112,000	\$ 112,000	\$ -	\$ -	\$ -	\$ 112,000	0.000%
1	6	After School Intervention	All	Yes	Schoolwide	All	Sonoma Charter	Ongoing	\$ 127,200	\$ -	\$ 127,200	\$ -	\$ -	\$ -	\$ 127,200	0.000%
1	7	Instructional assistants	All	Yes	Schoolwide	All	Sonoma Charter	Ongoing	\$ 48,000	\$ -	\$ 48,000	\$ -	\$ -	\$ -	\$ 48,000	0.000%
1	8	EL Instructional assistants	EL	Yes	Limited	English Learners	Sonoma Charter	Ongoing	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%
1	9	K-3 Proficiency Project coaches	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%
1	10	Lexia English	All	Yes	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 34,000	\$ 34,000	\$ -	\$ -	\$ -	\$ 34,000	0.000%
1	11	Counseling services	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 43,000	\$ 43,000	\$ -	\$ -	\$ -	\$ 43,000	0.000%
1	12	Student supervisor	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%
1	13	Data system for sharing confidential student information with staff	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ 16,000	\$ -	\$ 16,000	\$ -	\$ -	\$ -	\$ 16,000	0.000%
1	14	Community Liaison	All	Yes	Schoolwide	All	Sonoma Charter	Ongoing	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000	0.000%
1	15	Attendance Clerk (part of front office)	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000	0.000%
1	16	Extra- and Co-curricular offerings	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%
1	17	School website	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%
1	17	Parent Square	All	No	Schoolwide	All	Sonoma Charter	Ongoing	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%

2024 - 25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Total by Type	Total LCFF Funds
\$ 2,242,271	\$ 212,719	9.485%	0.000%	9.485%	\$ 262,200	0.000%	11.602%	Total: \$ 262,200	
								LEA-wide Total: \$ 46,000	
								Limited Total: \$ 216,200	
								Schoolwide Total: \$	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Professional Development	Yes	Schoolwide	All	Sonoma Charter	\$ 15,000	0.000%
1	4	0.4 Reading Intervention Teacher	Yes	Schoolwide	All	Sonoma Charter	\$ 38,000	0.000%
1	5	After School Intervention	Yes	Schoolwide	All	Sonoma Charter	\$	0.000%
1	6	Instructional assistants	Yes	Schoolwide	All	Sonoma Charter	\$ 127,200	0.000%
1	7	EL Instructional assistants	Yes	Limited	English Learners	Sonoma Charter	\$ 46,000	0.000%
1	9	Lexia English	Yes	Schoolwide	All	Sonoma Charter	\$ 20,000	0.000%
1	13	Community Liaison	Yes	Schoolwide	All	Sonoma Charter	\$ 16,000	0.000%

Sonoma Charter School
Proposed Budget 2024/25
6/13/24

		Enrollment	Projected FY24 6/10/24	Proposed Budget FY25	Increase (Decrease)
		ADA	220	6/11/24	15
			198	235	16
				214	
Description	Object Code	Totals for 2023/24	Totals for 2024/25		
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	203,758	336,910	133,152	
Education Protection Account State Aid - Current Year	8012	39,686	40,950	1,264	
State Aid - Prior Years	8019				
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,099,889	2,077,421	(22,468)	
Other LCFF Transfers	8091, 8097				
Total, LCFF Sources		2,343,333	2,455,281	111,948	
2. Federal Revenues					
Every Student Succeeds Act (Title I - V)	8290	27,318	27,318	-	
Special Education - Federal	8181, 8182	33,760	32,916	(844)	
Child Nutrition - Federal	8220				
Donated Food Commodities	8221				
Other Federal Revenues	8110, 8260-8299	14,145	4,145	(10,000)	
Total, Federal Revenues		75,223	64,379	(10,844)	
3. Other State Revenues					
Special Education - State	StateRevSE	170,804	177,131	6,327	
All Other State Revenues	StateRevAO	258,707	268,354	9,647	
Total, Other State Revenues		429,511	445,485	15,974	
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	57,891	64,071	6,180	
Total, Local Revenues		57,891	64,071	6,180	
5. TOTAL REVENUES		2,905,958	3,029,216	123,258	
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries - SPED	1000	46,149	110,000	63,851	
Certificated Teachers' Salaries	1100	658,785	591,746	(67,039)	
Certificated Pupil Support Salaries	1200	8,817	52,188	43,371	
Certificated Supervisors' and Administrators' Salaries	1300	157,640	177,000	19,360	
Other Certificated Salaries	1900	88,942	25,752	(63,190)	
Total, Certificated Salaries		960,333	956,686	(3,647)	
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	443,581	453,344	9,763	
Non-certificated Support Salaries	2200	32,705	109,857	77,152	
Non-certificated Supervisors' and Administrators' Sal.	2300	42,495		(42,495)	
Clerical and Office Salaries	2400	105,549	114,643	9,094	
Other Non-certificated Salaries	2900	-	33,600	33,600	
Total, Non-certificated Salaries		624,330	711,444	87,114	

Description	Object Code	Totals for 2023/24	Totals for 2024/25		
3. Employee Benefits					
STRS	3101-3102	150,637	161,717	11,080	
PERS	3201-3202	145,191	192,445	47,254	
OASDI / Medicare / Alternative	3301-3302	59,661	66,702	7,041	
Health and Welfare Benefits	3401-3402	108,519	128,000	19,481	
Unemployment Insurance	3501-3502	834	7,350	6,516	
Workers' Compensation Insurance	3601-3602	17,533	26,488	8,955	
OPEB, Allocated	3701-3702			-	
OPEB, Active Employees	3751-3752			-	
Other Employee Benefits	3901-3902			-	
Total, Employee Benefits		482,375	582,703	100,328	
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	27,023	27,023	-	
Books and Other Reference Materials	4200			-	
Materials and Supplies	4300	91,991	72,754	(19,237)	
Noncapitalized Equipment	4400	6,513	18,000	11,487	

Food	4700			-
Total, Books and Supplies		125,527	117,777	(7,750)
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	109,433	111,622	2,189
Travel and Conferences	5200	8,037	8,037	-
Dues and Memberships	5300	3,046	3,046	-
Insurance	5400	46,759	23,000	(23,759)
Operations and Housekeeping Services	5500	25,828	25,045	(783)
Rentals, Leases, Repairs, and Noncap. Improvements	5600	22,039	21,488	(551)
Transfers of Direct Costs	5700-5799			-
Professional/Consulting Services and Operating Expend.	5800	468,908	421,122	(47,786)
Communications	5900	12,193	11,700	(493)
Total, Services and Other Operating Expenditures		696,243	625,060	(71,183)
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)				
Land and Land Improvements	6100-6170	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-
Equipment	6400	-	-	-
Equipment Replacement	6500	-	-	-
Depreciation Expense (for accrual basis only)	6900	6,197	6,198	1
Total, Capital Outlay		6,197	6,198	1
7. Other Outgo				
Tuition to Other Schools	7110-7143	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-
All Other Transfers	7280-7299	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-
Debt Service:				
Interest	7438	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-
Total, Other Outgo		-	-	-
8. TOTAL EXPENDITURES		2,895,005	2,999,868	104,863
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		10,953	29,348	18,395

Description	Object Code	Totals for 2023/24	Totals for 2024/25	
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979	-	-	-
2. Less: Other Uses	7630-7699	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		10,953	29,348	18,395
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	306,273	317,226	
b. Adjustments/Restatements	9793, 9795	-	-	-
c. Adjusted Beginning Balance		306,273	317,226	-
2. Ending Fund Balance, June 30 (E + F. 1.c.)		317,226	346,574	29,348
Components of Ending Fund Balance:				
a. Nonspendable				
Revolving Cash (equals object 9130)	9711	-	-	-
Stores (equals object 9320)	9712	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-
All Others	9719	-	-	-
b. Restricted	9740	-	-	-
c. Committed				
Stabilization Arrangements	9750	-	-	-
Other Commitments	9760	-	-	-
d. Assigned				
Other Assignments	9780	-	-	-
e. Unassigned/Unappropriated				

Reserve for Economic Uncertainties	9789	144,750	149,993	5,243
Unassigned/Unappropriated Amount	9790	172,476	196,581	24,105

SONOMA CHARTER SCHOOL

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Sonoma Charter School;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Sonoma Charter School has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2024.

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Sonoma Charter School**Expenditures through: June 30, 2025****Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	40,950.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		40,950.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	33,969.31
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	6,980.69
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		40,950.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

2024–25 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2023-24

Name: Sonoma Charter School

CDS Code: 49 70953 6111678

Charter School Number: 0009

Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education programs(s) funded:

No programs funded with Prop 28 in 2023/24. The school plans to utilize funding for programs in 2024/25.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs: 0
3. Number of full-time equivalent personnel (classified) in AMS funded programs: 0
4. Number of full-time equivalent teaching aides in AMS funded programs: 0
5. Number of students served in AMS funded programs: 0
6. Number of school sites providing arts education programs funded by AMS: 0

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Monoma Charter School	Catherine Stone, Int. Superintendent	cstone@scs.k12.ca.us 707-935-4232

Goals and Actions

Goal #1 Increase Academic Achievement for All Students

, description of what the LEA plans to accomplish.

Ensure incremental growth for all students with an emphasis on closing the achievement gap for all subgroups including English language learners, students from socioeconomically disadvantaged backgrounds, and students with exceptional needs. This will be measured by verified STAR test data administered 3 times each year, data from adaptive technology (Lexia, Dreambox, Waggle or similar), IRLA reading assessments, and CAASPP. This is an ongoing goal.

State Priorities: 1, 2, 4

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading – 3rd grade percent within, at grade level or above	2020-2021 73%	2021-2022 77%	2022-2023 85%	2023-2024 83%	86%
STAR Math – 3rd grade percent within, at grade level or above	68%	76%	85%	76%	86%
English Learners – Percent Making Progress towards English Language Proficiency	N/A COVID-19 (No Dashboard)	47.4% of English Learners made progress toward proficiency and 28.9% maintained their level.	44.7% of English Learners made progress towards Proficiency and 31.5% maintained their level.	45.9% of English Learners made progress towards Proficiency and 30.1% maintained their level.	60% of English Learners will make progress towards Proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Arts Proficiency per Dashboard (CDE) All students	N/A COVID-19 –(no Dashboard)	Yellow	Orange – 10 points below standard	Orange – 20 points below standard	Growth of 10 points above 2022 level on Dashboard
Math Proficiency per Dashboard (CDE) All students	N/A COVID-19 (No Dashboard)	Low	Yellow – 37.6 points below standard. Increase over Year 1	Yellow – 42.6 points below standard, increased 5 points	Growth of 10 points above 2022 level on Dashboard

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Any material differences were due to personnel changes and cost for professional development less than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions helped SCS maintain the same levels of achievement, with not much growth.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections in prior practice.

The goal has been rewritten to address academic achievement by upgrading conditions of learning (e.g. updated instructional materials aligned with state standards, targeted professional development), using the STAR Student Growth Percentile as a metric in addition to the CA Dashboard, and making a new goal focusing on under-performing students.

A description of what the LEA plans to accomplish.

- Equity, Access, and Mastery in digital learning environments for staff, students, and parents.
- Refinement in the use of supplemental online learning as part of the ELA and Math programs.
- Develop professional practices around use of technology for standards-based goal-setting and progress reporting.

State Priorities: 1, 2, 3, 4, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Equipment to student ratio of devices. Goal of 100% of students have a computing device (1 to 1 ratio).	2020-2021 100% of students have computing devices	2021-22 100% of students have computing devices	2022-23 100% of students have updated computing devices	2023-24 100% of students have computing devices	Maintain 1 to 1 ratio of students to computing devices.
All students in 2 nd -8 th grades will be able to access and use supplemental online learning independently	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently 80% of 1 st grade students are also able to access and use supplemental online learning independently.	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently 80% of 1 st grade students are also able to access and use supplemental online learning independently.	100% of students in 2 nd -8 th grade are able to access and use supplemental online learning independently 80% of 1 st grade students are also able to access and use supplemental online learning independently.
Academic Specialist will meet with K-5 teacher monthly to review data and coach as needed in setting goals for students.	N/A	N/A	Academic Specialist met with K-5 teachers each month.	Academic Specialist was reassigned to the classroom and then went out on maternity leave.	Academic Specialist met with K-5 teachers each month.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference except the Academic Specialist was reassigned to the classroom and then went out on Family Leave in spring, so the data meetings were less frequent and took place with K-3i Academic Specialists

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions appear to have been effective as desired outcomes were met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal is no longer necessary and will not be continued.

Goal #3 Culture & Climate (Safe and Engaging Environments)

A description of what the LEA plans to accomplish.

Provide a safe learning environment that meets the intellectual, social, emotional, and physical needs of all students and staff. Ongoing.

State Priorities: 1, 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2020-21 <i>pandemic adjustment</i>	2021-22 <i>pandemic adjustment</i>	2022-23 92%	2023-24 92%	93%
Counselor on-site 2 days per week	0.0 FTE <i>Unable to hire Counselor</i>	0.0 FTE <i>Unable to hire Counselor</i>	0.3 FTE	5 hours per week	Counselor on-site 2 days per week
Student Support Coordinator provides daily service for all students	Student Support Coordinator provides daily service for all students until shutdown.	Student Support Coordinator provides daily service for all students	Student Support Coordinator discontinued due to providing counseling services.	Re-established as Student Support Supervisor mid-year	
Extra- and Co-Curricular	Art was provided in the online learning environment due to COVID-19	Fine arts, music, drama, and athletics provided	Fine arts, music, drama, leadership, and athletics provided	Fine arts, music, drama, leadership, and athletics were be provided	Fine arts, music, drama, leadership, and athletics will be provided
Positive Behavior Intervention System	N/A	N/A	Preliminary training completed, matrix of expected behaviors developed	First year implementation of PBIS campuswide	First year implementation of PBIS campuswide

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions were effective and outcomes were met.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal has been rewritten to address the suspension rate and better address social-emotional/behavior needs.

Goal #4 Increase Parent Involvement and Communication

A description of what the LEA plans to accomplish.

- To improve communication among all employees within the school.
- To increase parent knowledge and participation in their child's education.
- To increase participation of the business community to support school programs.
- To increase the awareness in the community of the foundations and organizations that support student programs.

State Priorities: 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Community Liaison hired to improve communication with families	2020-21 1.0 FTE	2021-22 0.5 FTE	2022-23 0.5 FTE	2023-2024 0.5 FTE	0.4 FTE
School Website	Website improved for accessibility and increased communication	Website maintained	Website maintained and expanded	Website maintained and expanded	Website will be enhanced to provide more easily accessible information.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Publishing newsletters and updates for parents. Use of SIS (SchoolWise) to communicate attendance and grades.	Continued with online communication of essential information during COVID-19 shutdown	Color newsletter continued online along with COVID-19 related essential information.	Parent Square used successfully to communicate with parents every week. Weekly communications also sent home in Monday packets. Principal's report at every Board meeting. SchoolWise use expanded.	Parent Square used successfully to communicate with parents every week. Weekly communications also sent home in Monday packets. Principal's/Director's report at every Board meeting. Added online enrollment to SchoolWise	Continue to use Parent Square to communicate with parents every week. Weekly communications also sent home in Monday packets. Principal's report at every Board meeting. SchoolWise use expanded.
Daily Updates for Staff	Communicated electronically due to shutdown	Left in classroom before school	Weekly update provided Monday mornings for all staff via e-mail	Daily update provided for all staff in mailboxes or on desk	Weekly update will be provided Monday mornings for all staff via e-mail

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 622,865.00	\$ 590,502.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Intervention Staff	Yes	\$ 125,200	\$ 99,728
1	2	After-School Intervention	Yes	\$ 146,085	\$ 126,011
1	3	Teaching Assistants (TK-3)	Yes	\$ 138,460	\$ 162,587
1	4	Professional Development	Yes	\$ 4,000	\$ 4,000
2	1	Technology: Hardware	Yes	\$ 15,500	\$ 9,593
2	2	Technology: Software	Yes	\$ 25,000	\$ 24,484
3	1	Attendance and Welfare	Yes	\$ 17,500	\$ 15,677
3	2	School Counselor	Yes	\$ 24,320	\$ 24,320
3	3	Extra-and Co-Curricular	No	\$ 110,300	\$ 109,026
3	4	Positive Behavior Intervention System	Yes	\$ -	\$ -
4	1	Communication	No	\$ 5,000	\$ 850
4	2	Community Liason	Yes	\$ 11,500	\$ 14,226

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5 Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 193,545	\$ 315,401	\$ 313,152	\$ 2,249	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Intervention Staff	Yes	\$ 125,200	\$ 99,728.00	0.00%	0.00%
1	2	After-School Intervention	Yes	\$ -	\$ -	0.00%	0.00%
1	3	Teaching Assistants (TK-3)	Yes	\$ 92,381	\$ 121,124.00	0.00%	0.00%
1	4	Professional Development	Yes	\$ 4,000	\$ 4,000.00	0.00%	0.00%
2	1	Technology: Hardware	Yes	\$ 15,500	\$ 9,593.00	0.00%	0.00%
2	2	Technology: Software	Yes	\$ 25,000	\$ 24,484.00	0.00%	0.00%
3	1	Attendance and Welfare	Yes	\$ 17,500	\$ 15,677.00	0.00%	0.00%
3	2	School Counselor	Yes	\$ 24,320	\$ 24,320.00	0.00%	0.00%
3	4	Positive Behavior Intervention System	Yes	\$ -	\$ -	0.00%	0.00%
4	2	Community Liaison	Yes	\$ 11,500	\$ 14,226.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 8, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,149,785	\$ 193,545	0.00%	9.00%	\$ 313,152	0.00%	14.57%	\$0.00 - No Carryover	0.00% - No Carryover