



Sonoma Charter School
2021-22 Local Control Accountability
Plan and Updates

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma Charter School

CDS Code: 49 70953 6111678

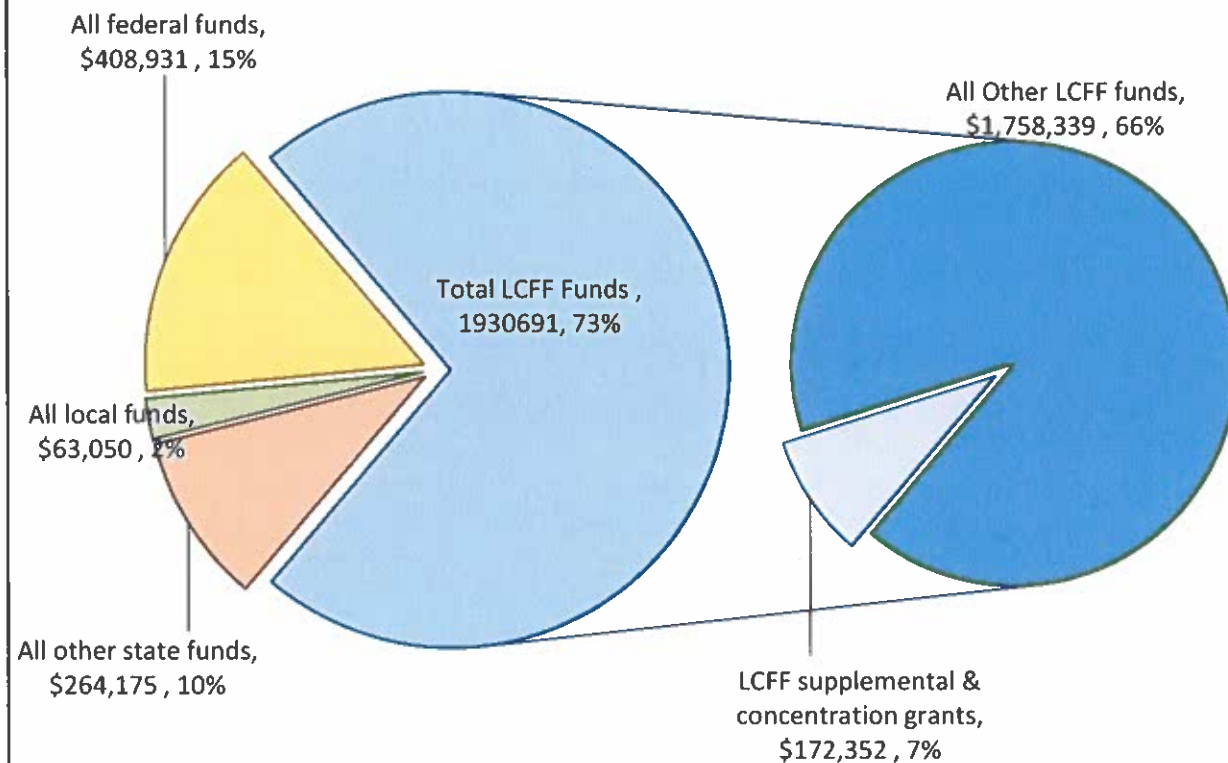
School Year: 2021 – 22

LEA contact information: Marc Elin, Director. melin@scs.k12.ca.us

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 2021 – 22 School Year

Projected Revenue by Fund Source

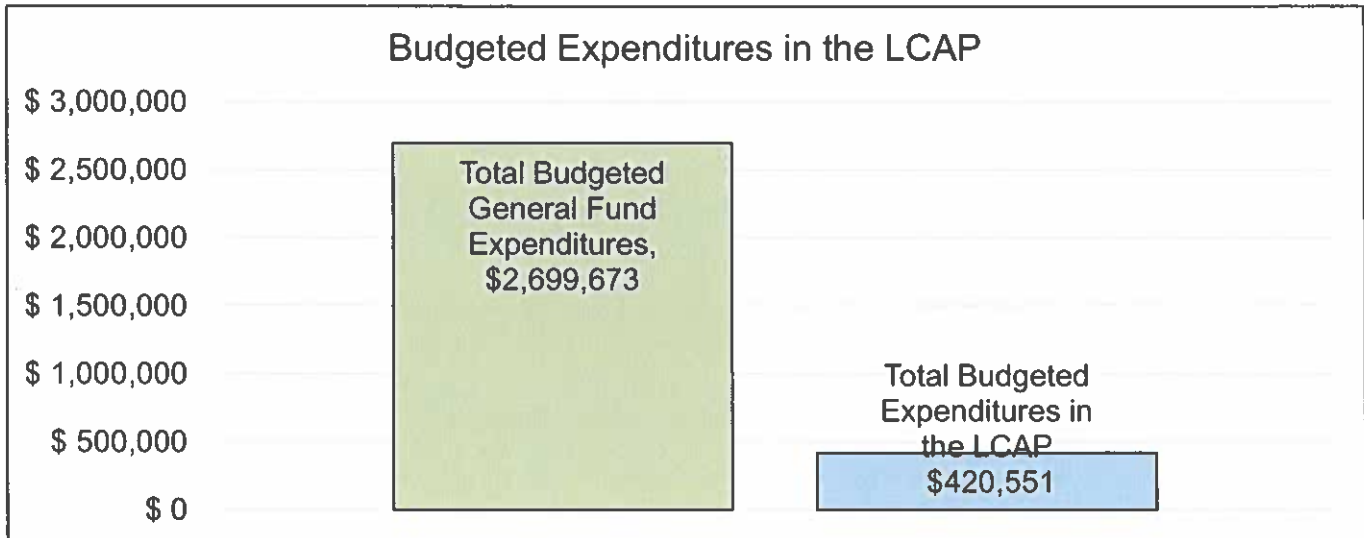


This chart shows the total general purpose revenue Sonoma Charter School expects to receive in the coming year from all sources.

The total revenue projected for Sonoma Charter School is \$2,666,847.00, of which \$1,930,691.00 is Local Control Funding Formula (LCFF), \$264,175.00 is other state funds, \$63,050.00 is local funds, and \$408,931.00 is federal funds. Of the \$1,930,691.00 in LCFF Funds, \$172,352.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sonoma Charter School plans to spend \$2,699,673.00 for the 2021 – 22 school year. Of that amount, \$420,551.00 is tied to actions/services in the LCAP and \$2,279,122.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

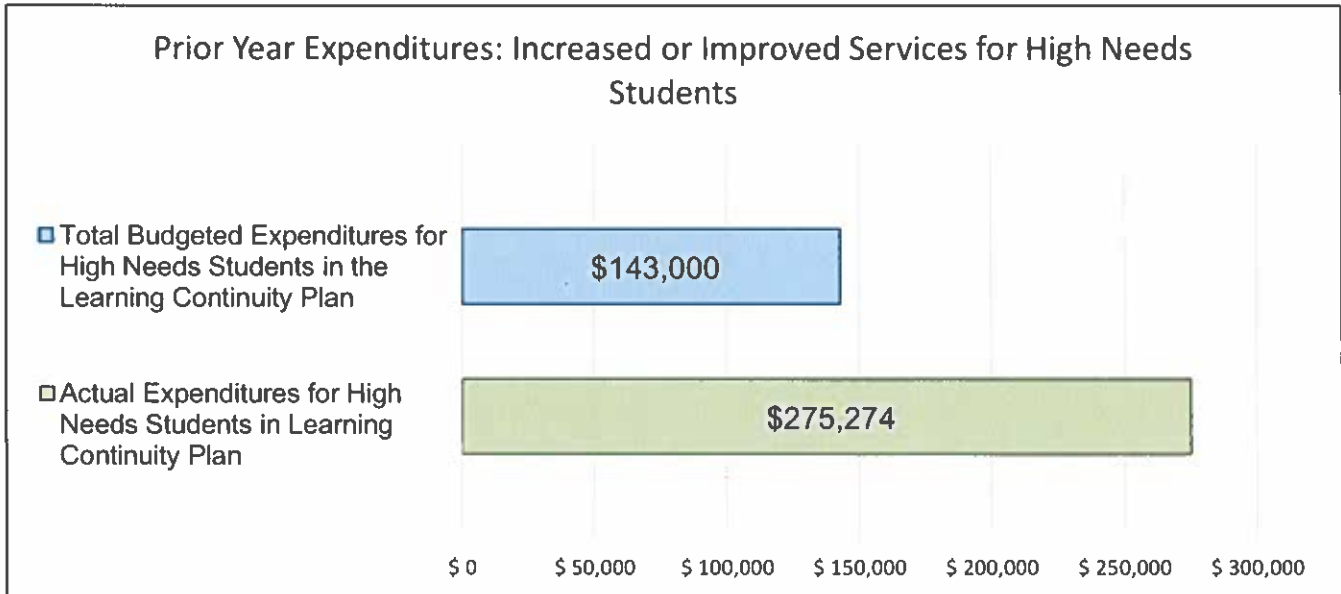
The school's instructional focus for 2021-23 is providing Multi-Tier Systems of Support (MTSS) during the school day for all students. Additional teacher specialists have been hired as part of a coordinated MTSS model that includes general education and special education staff. Specific intervention time blocks for

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Sonoma Charter School is projecting it will receive \$172,352.00 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 \$219,025.00 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 2020 – 21



This chart compares what Sonoma Charter School budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Sonoma Charter School's Learning Continuity Plan budgeted \$143,000.00 for planned actions to increase or improve services for high needs students. Sonoma Charter School actually spent \$275,274.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan

Plan	Goal	Resource	Object type	Annual Update Budgeted	Annual Update Actual
2019-20 LCAP	1	LCFF Supplemental and Concentration and Title III	1000-3999 Salaries and Benefits	\$ 27,000	\$ 23,299
2019-20 LCAP	1	State Lottery	4000-4999 Textbooks/Materials	\$ 72,150	\$ 70,160
2019-20 LCAP	2	LCFF Base Funding	4000-4999 Equipment	\$ 40,000	\$ 38,402
2019-20 LCAP	3	LCFF Base Funding	1000-3999 Salaries and Benefits	\$ 55,500	\$ 64,144
2019-20 LCAP	4	LCFF Base Funding	1000-3999 Salaries and Benefits	\$ 28,000	\$ 23,741
2019-20 LCAP	4	LCFF Base Funding	5000-5999 Services and Other Operating Expenditures	\$ 2,000	\$ 1,875
2020-21 Learning Continuity and Attendance	n/a	Other Federal Funds	4000-4999 Equipment	\$ 8,000	\$ 17,243
2020-21 Learning Continuity and Attendance	n/a	Local Funds	5000-5999 Services and Other Operating Expenditures	\$ 20,000	\$ 54,400
2020-21 Learning Continuity and Attendance	n/a	Other Federal Funds	1000-3999 Salaries and Benefits	\$ 82,500	\$ 127,819
2020-21 Learning Continuity and Attendance	n/a	Local Funds	5000-5999 Services and Other Operating Expenditures	\$ 15,000	\$ 11,588
2020-21 Learning Continuity and Attendance	n/a	Other State Funds	4000-4999 Textbooks/Materials	\$ 48,000	\$ 49,770
TOTAL				\$ 398,150	\$ 482,441

TOTALS BY OBJECT	
1000-3999 Salaries and Benefits	\$ 193,000
4000-4999 Textbooks/Materials	\$ 168,150
5000-5999 Services and Other Operating Expenditures	\$ 37,000

TOTALS BY RESOURCE	
LCFF Supplemental and Concentration and Title III	\$ 27,000
State Lottery	\$ 72,150
LCFF Base Funding	\$ 125,500
Other Federal Funds	\$ 90,500
Other State Funds	\$ 48,000
Local Funds	\$ 35,000

TOTALS BY GOAL	
Goal #1	\$ 99,150
Goal #2	\$ 40,000
Goal #3	\$ 55,500
Goal #4	\$ 30,000
Learning Continuity and Attendance	\$ 173,500

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma Charter School	Marc Elin, Director	melin@scs.k12.ca.us (707) 935-4232

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Sonoma Charter School (SCS) was founded in February 1993 (state charter number #009) 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 serves students in grades TK-8 and prides itself in the philosophy of offering an engaging and rigorous teacher created curriculum that was project-based, thematic and integrated across the core academic subjects. SCS also emphasized visual and performing arts as an essential component of the curriculum at every grade level.

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. Due to facility constraints, total enrollment is limited to 230 students with a lottery method used to select new enrollment each year. SVUSD has maintained a close and supportive working relationship with SCS through the years.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The school remains committed to the four Goals established in past versions of the LCAP:

- Goal 1: Increase Academic Achievement for All Students
- Goal 2: Technology-Based Learning and Reporting
- Goal 3: Culture & Climate (Safe and Engaging Environments)
- Goal 4: Increase Parent Involvement and Communication

All stakeholder groups expressed desire to create a plan that included academic and social-emotional support for students and staff. The 2021-22 LCAP introduced a variety of support for the SCS community.

The school's instructional focus for 2021-23 is providing Multi-Tier Systems of Support (MTSS) during the school day for all students. Additional teacher specialists have been hired as part of a coordinated MTSS model that includes general education and special education staff. Specific intervention time blocks for elementary and secondary grades are built into the school's master schedule. Intervention and classroom teachers will work to identify and place all students into the appropriate level of intervention:

- Tier-1 intervention delivered by classroom teachers and support staff.
- Tier-2 intervention includes intervention teachers and support staff push into classrooms
- Tier-3 intervention features targeted remedial instruction in a pull-out model).

Monitoring intervention efforts for all student groups with performance data will be a critical component of the new MTSS model.

Additional forms of support in the 2021-22 LCAP include:

- Classroom Teaching Assistant in grade K-3 (expanded to all-day)
- Intervention Specialists (new positions)
- Student Support Coordinator (new position)
- Bilingual Community Liaison (restored position)
- School Counselor (continued position)
- Professional development (continued for all levels of staff)

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Development of the Re-Entry Plan for Safe On-Campus Instruction has been an ongoing topic for all levels of staff meetings at the school. School Instruction and Re-Entry Planning was a permanent topic at all staff gatherings where ideas, options, survey results, and revisions were reported and discussed.

Sonoma Charter's Governing Board has overseen the development of the school's comprehensive Re-Entry Plan for Safe On-Campus Instruction. Parent/Staff Surveys were used throughout the development process to measure opinion as the school adjusted the Re-Entry Plan based on changing COVID-19 conditions and guidelines reported by county and state agencies. Outreach to parents and staff throughout the process included many community meetings and multiple surveys (see below).

- April 6
- April 27
- May 11
- June 8 (results from Parent/Staff Survey #1)
- June 15
- June 22 (results from Parent/Staff Survey #2)
- June 29
- August 3
- August 17 (results from Parent/Staff Survey #3)
- August 31
- September 14
- September 30
- October 12
- October 27
- November 9
- November 20
- December 7
- January 11 (results from Parent/Staff Survey #4)
- January 11
- February 8 (results from Parent/Staff Survey #5)

A summary of the feedback provided by specific stakeholder groups.

Parents expressed concerns with childcare/supervision and academic support during distance-learning as well as emotional effects on their children (i.e., low motivation, depression, and learning loss) from being away from school and peers during the prolonged distance-learning mode.

Parents also expressed concern with health protocols when the campus was preparing to re-opened to in-person instruction. Parents appreciated option to stay in distance-learning mode when campus was re-opened.

Staff's emphasized need to develop strong and consistently administered Re-Entry Plan to ensure the health and safety for all. Transitioning to the different instructional modes (distance-learning and then hybrid) was difficult and challenging.

SCS used the Youth Truth survey to support Goal 3 (Culture & Climate) which called out specific needs to address for various groups (students, parents, and staff).

- Grades 3-5 students identified strengthening Academic Challenges, addressing the Connection to Adults (Relationships), and School Culture.
- Grades 3-5 families illuminated that Communication and Feedback, knowledge of Resources, and School Safety were concerns that we must focus on.
- Grades 6-8 students also pointed out a need for strengthening Academic Challenges.

Whether both student groups were reflecting upon a year of distance-learning will be further explored as to what they perceive as academic challenging learning.

- Grades 6-8 families identified the need to clearly identify and strengthen school Culture (developing a sense of self, school identity, community identity) as well as the need to be informed about Resources, and School Safety. This feedback has provided clear guidance to identify and target specific goals for the coming 2021-22 academic year.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All stakeholder groups expressed desire to create a plan that included academic and social-emotional support for students and staff. The 2021-22 LCAP introduced a variety of support for the SCS community including:

- Implementing coordinated Intervention Program designed to serve all students.
- Maintaining Teaching Assistants in grades K-3.
- Restoring Student and Parent Support positions.
- Maintaining School Counselor position.

SCS will systemize and calendar regular outreach, conduct focus groups, identify specific tasks for attainment, and evaluate whether goals are still in alignment, re-identify and shift goals if needed, evaluate success of goals met, and identify new goals to be addressed to ensure school/community alignment.

SCS has identified the need to regularly meet with, provide clarity, and ensure consistent and timely communication with our stakeholders. To this end, we are implementing a calendar to ensure that all stakeholders have various means to acquiring this information.

Goals and Actions

Goal #1 Increase Academic Achievement for All Students

An explanation of why the LEA has developed this goal.

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.

State Priorities: 1, 2, 4

Goal #1 Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Teachers	1.5 FTE Certificated Intervention Teachers to provide targeted instruction to Tier 2 & 3 identified students.	\$116,957	Yes
2	After-School Intervention	Support Staff to provide after-school intervention on Wednesdays.	\$ 6,588	Yes
3	Teaching Assistants (K-3)	Full-day Teaching Assistants for primary grade classrooms (K-1-2-3).	\$127,526	Yes
4	Professional Development	<p>Professional Development to support:</p> <ul style="list-style-type: none"> • ELA, Math, Science • Social-Emotional Learning includes use of Second-Step Curriculum • Data-informed practices that includes setting targeted performance goals, creating differentiated instructional plans, and targeted intervention designed to support all students. 	\$19,000	Yes

Goals and Actions

Goal #2 Technology-based Learning and Reporting

An explanation of why the LEA has developed this goal.

- 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

Goal #2 Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology: <u>Hardware</u>	<p>Equity & Access through Technology:</p> <ul style="list-style-type: none"> • Maintain high-speed Internet access through the SCOE consortium (\$7,590) and purchase additional computing devices to maintain a 1:1 environment for all learners. • Technology assistance to promote equity/access will be made available for students and families. Outreach efforts to include option for students to take computing device home should family not have home-based technology access. 	\$25,000	Yes
2	Technology: <u>Software</u>	School will continue its ongoing commitment to providing all students access to supplemental online learning programs. The programs are now used for Local Assessment Universal Assessment Screener (STAR Reading and Adaptive Diagnostic Assessment of Mathematics) to establish grade-level proficiency scores as well as programs to build concept/skills in English (Lexia Reading for grades K-3) and math (DreamBox for all grades). Use of the online learning software is supplementary to the core curriculum in English and math.	\$20,000	Yes

Goals and Actions

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

An explanation of why the LEA has developed this goal.

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

State Priorities: 1, 3, 5, 6

Goal #3 Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and Welfare	<p>Student Attendance & Engagement Promote opportunities and incentives to increase attendance rates.</p> <ul style="list-style-type: none"> • Independent Study Opportunities • Attendance Letters Mailed Home • School Attendance Review Team (SART) • School Attendance Review Board (SARB) • Family intervention efforts through the school's Community Liaison 	N/A <i>functions of current staff</i>	Yes
2	School Counselor	School Counselor (2 days per week)	\$25,000	Yes
3	Student Support Coordinator	<p>Student Support Coordinator (SSC) is a new support staff position created to support Director, Teachers, and Parents find academic and/or behavior success for all students.</p> <p>Behavior Intervention efforts and alternative means of correction used by staff are intended to build student resiliency and engagement in school while limiting the need for student suspensions.</p> <p>SSC also serves as the lead Teaching Assistant.</p>	\$36,918	Yes
4	Extra-Curricular	Extra-Curricular Programs includes Athletics and Student Leadership Activities Costs related to extra-curricular Athletics and Activities for students in grades 6-7-8 includes: Coaching Stipends, Athletic League Fees, Athletic Director Stipend.	\$5,000	No

Goals and Actions

Goal #4 Increase Parent Involvement and Communication

An explanation of why the LEA has developed this goal.

- 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

Goal #4 Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication	Maintaining active school communication with appropriate resources and support that includes online school links (ParentSquare), SCS Website, and hosting parent/community events.	\$ 5,000	No
2	Community Liaison	Community Liaison is a new support staff position designed to assist all families in all languages (English & Spanish) become more engaged and successful in the varied functions of school. The Community Liaison position plays an important academic support role in assisting parents in becoming home literacy coaches as part of the school's new language arts program. In addition, the Liaison helps manage intervention efforts with families related to school attendance, welfare, academic progress, and social-emotional behavior.	\$33,562	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9%	\$172,352

Required Description

Describe how the needs of foster youth, English learners, and low-income students were considered and how these actions are effective in meeting the goals for these students.

The increased services for these targeted subgroups include additional staffing, supplemental program and services, training/coaching for staff in supporting targeted subgroups, and increased assistance for parents/caregivers of English learners, foster youth, and low income. Since Dashboard data were not available due to the pandemic and suspension of Spring 2020 CAASPP, Sonoma Charter identified alternative metrics including STAR Math and Reading scores, ELPAC scores, and results from the Youth Truth Survey.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Our primary means of supporting unduplicated students (foster youth, English learners, and low-income) is through our Multi-tiered Systems of Student Support (MTSS) in academics, behavior, and social emotional learning. Through MTSS we focus specialized and personalized services for unduplicated pupils with enriched certificated and classified staffing. Programs and services using supplemental grant funding support the academic achievement, attendance, positive behavior, engagement needs of our most at-risk student groups: student groups with a significant achievement gap (FY, EL, low-income). Through MTSS, struggling learners are provided interventions at increasing levels of intensity to accelerate the rate of learning. These services may include supplemental general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education for foster youth, English learners, and low-income students, creating a well-integrated system of instruction and intervention guided by child outcome data.

Research has demonstrated that adopting prevention-based practices can reduce student problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students. SCS has increased funds to support the social-emotional issues that EL, homeless, foster youth, and students experiencing poverty may exhibit in the school environment as described in Goal 3. Counseling services are provided to support students by recognizing their strengths, understanding their needs, and using the resources in the system to maximize their potential.

Additional forms of support in the 2021-22 LCAP include:

- Classroom Teaching Assistant in grade K-3 (expanded to all-day)
- Intervention Specialists (new positions)
- Student Support Coordinator (new position)
- Bilingual Community Liaison (restored position)
- School Counselor (continued position)
- Professional development (continued for all levels of staff)

Sonoma Charter School

2021-22 LCAP Expenditures (Summary)

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 179,668	\$ 98,344	\$ 5,000	\$ 127,539	\$ 410,551	\$ 351,551	\$ 69,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Intervention Teachers	All	\$ 78,600	\$ 38,357	-	\$ -	\$ 116,957
1	2	After-School Intervention	English Learners	\$ 6,588	-	\$ -	\$ -	\$ 6,588
1	3	Teaching Assistants	All	\$ -	\$ 34,987	-	\$ 92,539	\$ 127,526
1	4	Teacher Professional Development	All	\$ 19,000	-	-	-	\$ 19,000
2	1	Technology: Hardware	All	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000
2	2	Technology: Software	All	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000
3	2	School Counselor	All	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000
3	3	Student Support Coordinator	All	\$ 36,918	-	-	-	\$ 36,918
3	4	Extra-curricular Programs	N/A	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000
4	1	Communication	N/A	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
4	2	Community Liaison	N/A	\$ 33,562	\$ -	\$ -	\$ -	\$ 33,562