

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma Charter School

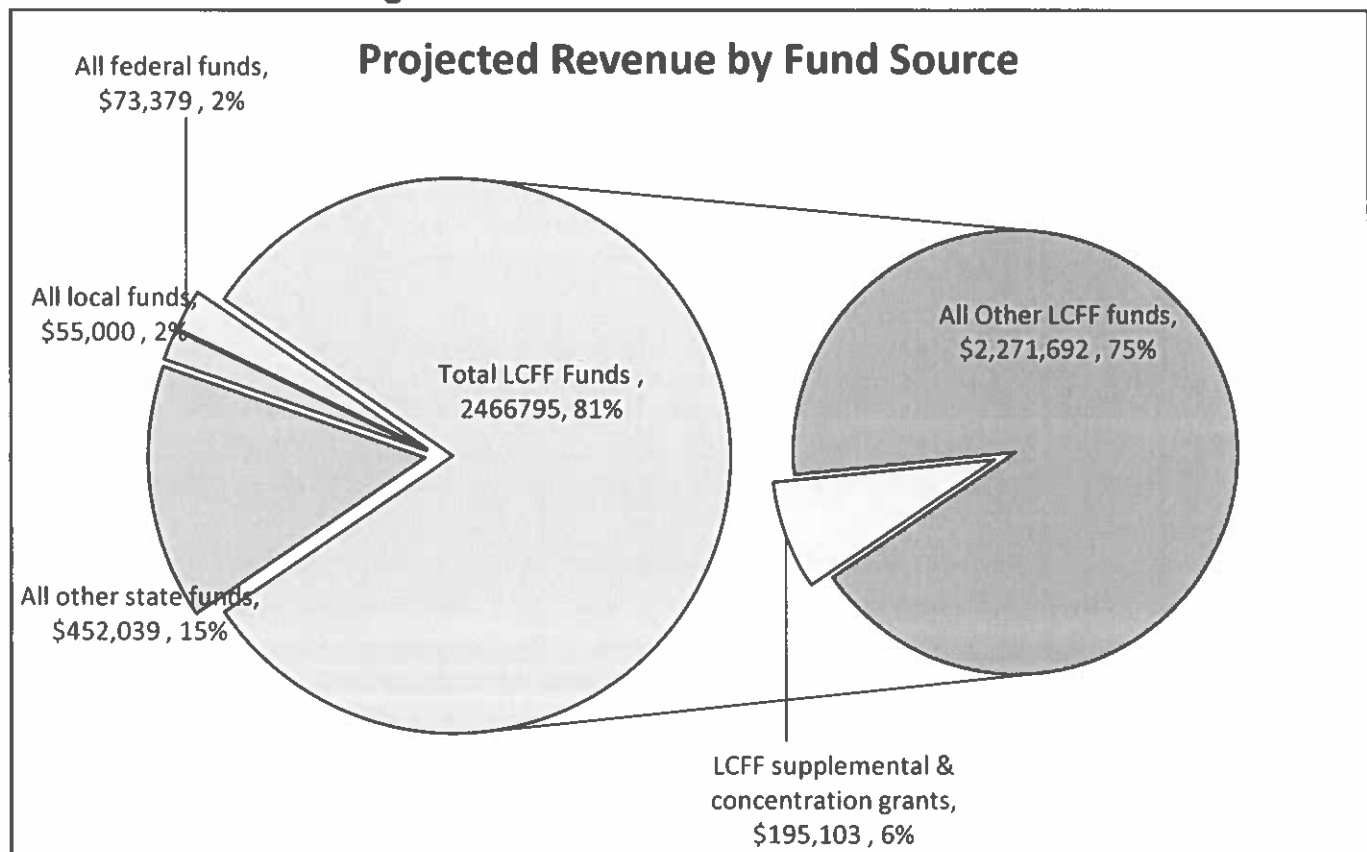
CDS Code: 49 70953 6111678

School Year: 2023 - 24

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 2023 - 24 School Year

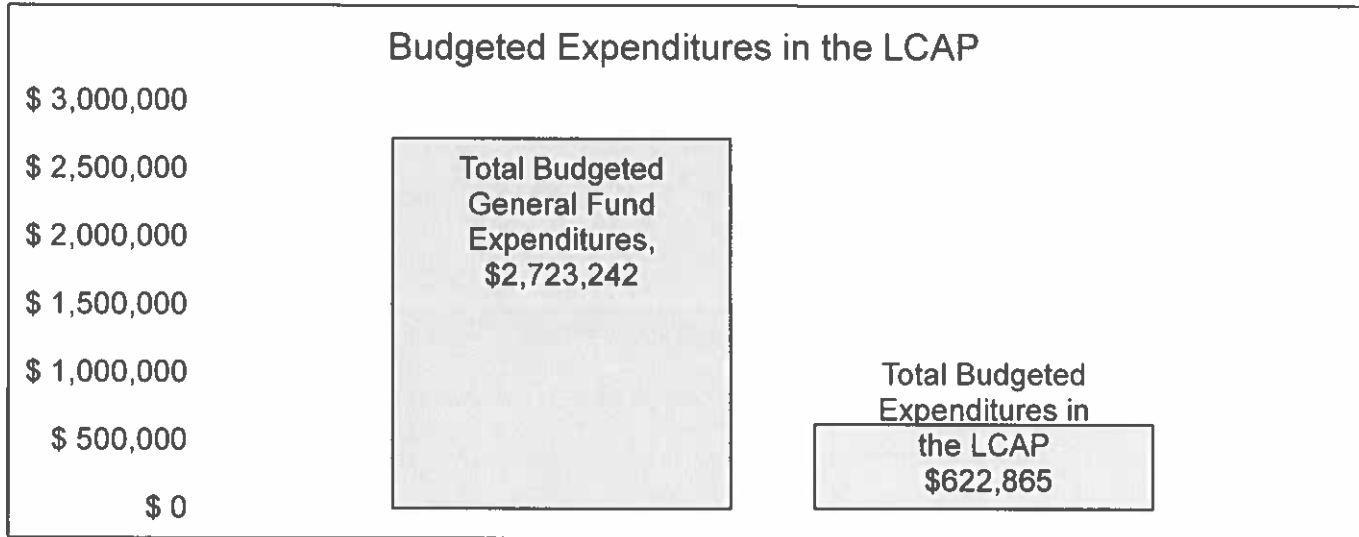


This chart shows the total general purpose revenue Sonoma Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Charter School is \$3,047,213.00, of which \$2,466,795.00 is Local Control Funding Formula (LCFF), \$452,039.00 is other state funds, \$55,000.00 is local funds, and \$73,379.00 is federal funds. Of the \$2,466,795.00 in LCFF Funds, \$195,103.00 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 2023 - 24. 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 \$2,723,242.00 for the 2023 - 24 school year. Of that amount, \$622,865.00 is tied to actions/services in the LCAP and \$2,100,377.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

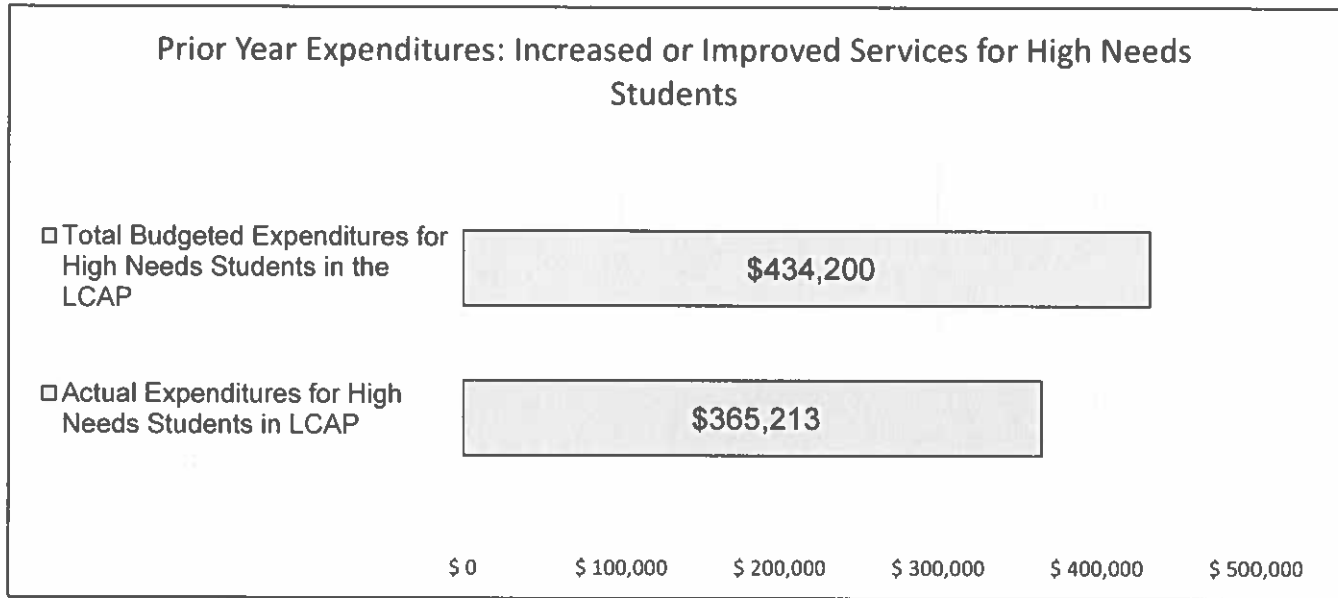
General Fund Budget Expenditures not included in the 2023-24 plan consist of the School's base program, including compensation, benefits, school supplies, professional services and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2023 - 24 School Year

In 2023 - 24, Sonoma Charter School is projecting it will receive \$195,103.00 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 \$315,401.00 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 2022 - 23



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 2022 - 23, Sonoma Charter School's LCAP budgeted \$434,200.00 for planned actions to increase or improve services for high needs students. Sonoma Charter School actually spent \$365,213.00 for actions to increase or improve services for high needs students in 2022 - 23. The difference between the budgeted and actual expenditures of \$68,987.00 had the following impact on Sonoma Charter School's ability to increase or improve services for high needs students:

Sonoma Charter maintained services to high need students with other state funds. Services provided greatly exceeded LCFF supplemental funding.

Local Control and Accountability Plan

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

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

Plan Summary 2023-2024

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) was founded in February, 1993 (state charter number #009), and opened in September, 1993 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 emphasizes 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 245 students with a public lottery used to select new enrollment each year. SVUSD has maintained a close and supportive working relationship with SCS through the years.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Dashboard from 2022 showed a decline from the 2019 Dashboard, which we attributed to the closing of schools due to COVID. The 2023 Dashboard is not available yet. Based on STAR data for the 2022-23 school year, our students are showing evidence of recovery from this gap in schooling. The average cohort growth from August, 2022 to May, 2023 is a year of growth. However, this year our students grew 1.4 years in English Language Arts and 1.1 years in Math.

Proficiency based on STAR data in ELA and Math went up in all grades.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Dashboard from 2022 showed a decline from the 2019 Dashboard, which we attributed to School closure due to COVID. While we are seeing whole cohort growth in ELA by more than a year since August (1.4 years), our English Learners grew 1.0 years, Special Education students grew 1.2 years, or Socioeconomically Disadvantaged students grew 1.0 years in ELA. While there is a small achievement gap, all student groups grew at least a year in ELA.

In Math, our students did not do quite as well. Overall, there was 1.0 year of growth for the whole cohort. Grades 1-5 averaged 1.2 years of growth, and 6-8 averaged 0.8 year of growth. English Learners grew 0.8 year, Special Education students grew 0.5 year, and Socioeconomically Disadvantaged students grew 0.9 year. However, many students in these populations started below grade level, so while they gained a year, they are still behind. We will be increasing our efforts with ELD next year, and closely tracking our SES students to ensure growth.

In Math, our 7th and 8th grade students performed very unevenly with some showing tremendous growth and others showing little growth in Math. We adopted new curriculum this year in an effort to increase learning for these students. We will be closely analyzing formative data for these students throughout the year and making adjustments as necessary to increase growth.

On last year's CAASPP data, there was a more marked achievement gap. While English Learners, Socioeconomically Disadvantaged, and Hispanic students scored in the Low category, White students scored in the High Category in ELA. In Math, English Learners scored in the Very Low category, Hispanic and Socioeconomically Disadvantaged scored in the Low Category, and White students in the High category.

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 Data 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, arts, and social-emotional support for students and staff. The 2021-22 LCAP introduced a variety of support for the SCS community. This LCAP shows increased social emotional supports and continued academic support.

The school's instructional focus for 2021-24 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 2022-23 LCAP, and carried forward, include:

- Classroom Teaching Assistants in grade TK-3
- Intervention Specialist (continuing position)
- Academic Specialist (new position)
- Bilingual Community Liaison (restored position)
- School Counselor (new position)
- Professional development (continued for all levels of staff)

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 and how this engagement was considered before finalizing the LCAP.

COVID put a damper on SCS' ability to engage with our stakeholders in the last couple of years, but this year there was a revitalization of engagement by our educational partners. At all gatherings – staff, Charter Community Connection meetings, Board meetings, ELAC meetings, and school events - ideas, options, survey results, and concerns were reported and discussed. In addition, as budget reductions were necessitated by a drop in COVID recovery revenue, stakeholders were surveyed to identify priorities and concerns, and the Board held 3 special meetings to address this with our stakeholders.

A summary of the feedback provided by specific educational partners.

54% of the Charter community (stakeholders) responded to a survey that identified their priorities. The top priority by far was a strong academic program. Behind that was arts education followed by small class sizes. In descending order after that were social emotional learning and support, fieldtrips and other enrichment, and instructional technology.

Student behavior was brought up as a concern, particularly on the playground.

The Youth Truth Survey was administered to provide information for Goal #3 (Culture and Climate).

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Continued focus on strong academics and the arts program is reflected in LCAP goals #1 and #3.

Social emotional support via the Positive Behavior Intervention program and training was added based on specific input from stakeholders. Counseling services were restored and continued, and an Academic Specialist was added and continued.

Local Control and Accountability Plan (LCAP)

Four Goal Areas:

- 1) Increase Academic Achievement for All Students**
 - Intervention Staff \$125,200
 - ELOP After-School Intervention \$146,085
 - K-3 Teaching Assistants..... \$138,460
 - Professional Development..... \$ 4,000

- 2) Technology-based Learning and Reporting**
 - Computer Hardware (e-learning grant)..... \$ 15,500.
 - Computer Software (renew licenses) \$ 25,000.

- 3) Culture & Climate (Safe and Engaging Environments)**
 - Attendance & Welfare (portion of salary)..... \$ 17,500.
 - School Counselor (contracted service) \$ 24,320.
 - Extra- & Co-Curricular including Arts Program..... \$110,300
 - Positive Behavior Intervention System \$ 0

- 4) Increase Parent Involvement and Communication**
 - Communication (enhance school website/parent outreach) \$ 5,000
 - Community Liaison Office Position \$ 11,500

Goal #	Description
Goal #1	Increase Academic Achievement for All Students

A 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 at grade level or above	2020-2021 73%	2021-2022 77%	2022-2023 85%	2023-2024 No data yet	86%
STAR Math – 3 rd grade percent at grade level or above	68%	76%	85%	No data yet	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.	55%* of English Learners made progress towards Proficiency and 30% maintained their level. *(Estimated, not from Dashboard)	No data yet	60% of English Learners will make progress towards Proficiency
English Language Arts Proficiency per Dashboard (CDE) All students	N/A COVID-19 –(no Dashboard)	Medium	No data yet	No data yet	Growth of 10 points above 2022 level on Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Math Proficiency per Dashboard (CDE) All students	N/A COVID-19 (No Dashboard)	Low	No data yet, but we know 3 rd grade grew by almost 20%	No data yet	Growth of 10 points above 2022 level on Dashboard
ELA Proficiency per Dashboard (CDE) All Students	N/A COVID-19 (No Dashboard)	Low	No data yet, but we know that 3 rd grade grew by almost 20%	No data yet	Growth of 10 points above 2022 level on Dashboard

Goal #1 Actions for 2023-24

Action #	Title	Description	Total Funds	Contributing
1	Intervention Staff	0.5 FTE Certificated Intervention Teacher to provide targeted instruction to Tier 2 & 3 identified students. Academic Supervisor to oversee intervention, Grade Level Proficiency sustainability, use of data to inform instruction, coaching to teaching staff	\$125,200	Yes
2	After-School Intervention	Support Staff to provide after-school intervention. (ELOP)	\$146,085	Yes
3	Teaching Assistants (TK-3)	6.75 hour Teaching Assistants for primary grade classrooms (TK-K-1-2-3).	\$138,460	Yes

Action #	Title	Description	Total Funds	Contributing
4	Professional Development	<p>Professional Development to support:</p> <ul style="list-style-type: none"> • Math • Social-Emotional Learning – training in Positive Behavior Intervention System • Project-based Learning (K-5) • Design Thinking (6-8) • Data-informed practices that includes setting targeted performance goals, creating differentiated instructional plans, and targeted intervention designed to support all students. 	\$4,000	Yes

Goal Analysis for 2022-23

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.

We will continue with the above actions as we saw success with these actions.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

By increasing student support with intervention and instructional assistants, students increased learning and met the goals we set. By providing professional development to teachers and aides in reading, math, and instructional technology, students were further supported in achieving their goals.

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.

We have increased the desired outcomes for the goal to higher levels for next year.

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.

Goal #2	Description
Goal #2	Technology-based Learning and Reporting

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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	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
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 met with K-5 teachers each month.	Academic Specialist met with K-5 teachers each month.

Goal #2 Actions for 2023-24

Action #	Title	Description	Total Funds	Contributing
1	Technology: <u>Hardware</u>	Equity & Access through Technology: <ul style="list-style-type: none"> Maintain high-speed Internet access through the SCOE consortium (\$6,000) 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. 	\$15,500	Yes

Action #	Title	Description	Total Funds	Contributing
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-6) and math (DreamBox/Waggle for all grades and Reflex Math for grades 2-4). Use of the online learning software is supplementary to the core curriculum in ELA and math.	\$25,000	Yes

Goal Analysis for 2022-23

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.

There were no substantive differences in planned actions or implementation of these actions.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

We replaced a large number of Chromebooks that were no longer able to be updated, so all students were provided with a usable laptop. Instructional software was used every day in every classroom, most of it adaptive so that it increased student achievement.

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.

We do not need to replace as many Chromebooks this year, so the budget for that has been reduced.

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.

Goal #	Description
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 TBD	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	0.2 FTE	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.		
Extra- and Co-Curricular	Art was provided in the online learning environment due to COVID-19 N/A	Fine arts, music, drama, and athletics provided N/A	Fine arts, music, drama, leadership, and athletics provided	Fine arts, music, drama, leadership, and athletics will be provided First year implementation of PBIS campuswide	Fine arts, music, drama, leadership, and athletics will be provided First year implementation of PBIS campuswide

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Positive Behavior Intervention System			expected behaviors developed		

Goal #3 Actions for 2023-24

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 	\$17,500	Yes
2	School Counselor	School Counselor (2 days per week)	\$24,320	Yes
3	Extra- and Co-Curricular	<p>Extra-Curricular Programs includes Athletics and Student Leadership Activities.</p> <p>Co-Curricular Programs include Fine Arts, Music, and Performing Arts. Related costs for these programs include coaching stipends, athletic league fees, Athletic Director stipend, Arts Director salary, music and performing arts Coaches, materials and supplies</p>	\$110,300	No

Action #	Title	Description	Total Funds	Contributing
4	Positive Behavior Intervention System	Implementation of PBIS schoolwide	\$0 (Costs covered in other Actions)	Yes

Goal Analysis for 2022-23

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.

Our Student Support Coordinator left, so we added counselling services from an outside agency. The Positive Behavioral Interventions and Supports program was implanted to offset the loss off the Student Support Coordinator as well.

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.

TBD

An explanation of how effective the specific actions were in making progress toward the goal.

The addition of counselling services was very effective as measured by positive feedback from our stakeholders.

The implementation of measures for increasing attendance didn't impact overall attendance as much as we had hoped, as we experienced the "triple-demic" in the first and second trimesters. However, some habitually truant students' attendance markedly improved with implementation of attendance measures.

Extra- and co-curricular programs were fully implemented this year. The programs rated highly in our stakeholder survey this year.

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.

We eliminated the student support coordinator position as we replaced it with a counseling program. We added PBIS as well.

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.

Goal #	Description
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	0.5 FTE
School Website	Website improved for accessibility and increased communication	Website maintained	Website maintained and expanded	No data yet	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
<p>Publishing newsletters and updates for parents.</p> <p>Use of SIS (SchoolWise) to communicate attendance and grades.</p>	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.	No data yet	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	No data yet	Weekly update will be provided Monday mornings for all staff via e-mail

Goal #4 Actions for 2023-24

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, SchoolWise, and hosting parent/community events.	\$ 5,000	No

Action #	Title	Description	Total Funds	Contributing
2	Community Liaison	<p>Community Liaison is a support staff position designed to assist all families in all languages (English & Spanish) become more engaged and successful in the varied functions of school.</p> <p>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.</p> <p>In addition, the Liaison helps manage intervention efforts with families related to school attendance, welfare, academic progress, and social-emotional behavior.</p>	\$11,500	Yes

Goal Analysis for 2022-23

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 in planned actions or implementation.

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.

TBD

An explanation of how effective the specific actions were in making progress toward the goal.

Communications improved this year as measured by usage of Parent Square, having a bilingual office assistant, and weekly folders. The website also improved this year with a lot more information than in past years.

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.

No changes

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.

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$195,103	\$0.00

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
8.81%	0.00%	\$0.00	8.81%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The increased services for these targeted subgroups include targeted 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 was not available post-pandemic, Sonoma Charter identified alternative metrics including STAR Math and Reading scores, ELPAC scores, and results from the Youth Truth Survey. Dashboard data will be included as soon as it is available for 22-23.

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 (Foster youth, homeless, 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.

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.

Sonoma Charter School does not forecast to receive concentration funding.	
Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.
	Schools with a student concentration of greater than 55 percent
	This section does not apply to charter schools.
	This section does not apply to charter schools.