

**Sonoma Charter School**  
**Regular Governing Board Meeting Agenda**

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**Tuesday, February 21, 2023**

**5:00 p.m. Closed Session**

**6:00 p.m. Open Session**

*Meeting will be accessible at school – Classroom 8, Sonoma Charter School*

*17202 Sonoma Highway, Sonoma, CA 95476*

*OR*

*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 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**

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**5:00 p.m. CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM (Open Session)**

**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.

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

CONFERENCE WITH LABOR NEGOTIATOR (Gov. Code, § 54957.6, subd. (a))

Agency designated representative: Catherine Stone

Unrepresented employee(s): Sonoma Charter School Employees

STUDENT DISCIPLINE MATTER #2023-1 (Ed. Code §§ 35146 & 48912)

**III RECONVENE IN OPEN SESSION - Estimated Time 6:00 P.M.**

Report action taken, if any, in Closed Session

**6:00 p.m. 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 GOVERNANCE**

- A. Approve Agenda Action
- B. Approve Minutes from Board Meeting January 11, 2023 Action
- C. Approve Minutes from Board Workshop January 23, 2023 Action
- D. Approve School Accountability Report Card Action
- E. Approve Overnight Fieldtrips Action
  - 1. Sierra Nevada Journeys Science Camp, Portola, CA – 6<sup>th</sup> and 7<sup>th</sup> grades, \$300 per student, March 6-8, 2023
  - 2. Ashland Shakespeare Festival – 8<sup>th</sup> grade, estimated cost \$5,780, May 31-June 1, 2023
- F. Resolution 04-22/23: Recognition and Awareness of Diversity, Equity, and Wellness Action
- G. Adopt Board Policies Action
  - 1. Admissions and Enrollment
  - 2. Annual Organizational Meeting
  - 3. Attendance
  - 4. Board Duties and Responsibilities
  - 5. Board Meetings – Brown Act
  - 6. Board Operations
  - 7. Code of Ethics
  - 8. Conflict of Interest
  - 9. Dissolution of the School
  - 10. Fiscal Policies
  - 11. (Anti-) Harassment, Discrimination, Intimidation, and Bullying Prevention
  - 12. Math Placement
  - 13. Parent Involvement Policy – Title 1
  - 14. Suicide Prevention

**III PROGRAMS & FINANCE**

- A. Budget Update
  - a. Monthly update Information
  - b. Priority Survey results Information
  - c. Second Interim preview Information
  - d. SCS 2<sup>nd</sup> Interim presentation to SVUSD Information
  - e. Budget reductions Discussion
- B. Annual Fund/Class Fund Update Information
- C. SVUSD 2023-24 and 2024-25 School Calendar Information

**IV INFORMATION & REPORTS**

- A. Staff Reports Information
- B. CCC Report Information
- C. Principal's Report Information
- D. Superintendent's Report Information
- E. Board Reports Information

MOTION TO ADJOURN at \_\_\_\_\_



# BOARD MINUTES

January 11, 2023

January 21, 2023

**Sonoma Charter School**  
**Regular Governing Board Meeting Minutes**

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**Wednesday, January 11, 2022**

**No Closed Session**

**6:00 p.m. Open Session**

*Meeting will be accessible at school – Classroom 8, Sonoma Charter School*

*17202 Sonoma Highway, Sonoma, CA 95476*

*OR*

*Join Zoom Meeting*

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

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**MINUTES**

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**6:05 p.m. PUBLIC MEETING WAS CALLED TO ORDER and QUORUM WAS ESTABLISHED**

Trustees present: Skinner, Aviles, Perkins, Holladay; Trustee White was absent.

**I PUBLIC COMMENT**

Parents Ashley Cornil and Sarah Brady offered to create a new website for the school as a reduced price.

**II GOVERNANCE**

A. Approved Agenda Moved: Perkins Second: Aviles Vote: 4-0

B. Approve Minutes from Board Meeting December 14, 2022

Moved: Perkins Second: Aviles Vote: 4-0

**III PROGRAMS & FINANCE**

A. Budget Update was provided. The deficit was discussed.

B. California Schools Dashboard was provided to the Board. Student achievement was discussed.

C. Annual and Class Fund Update was provided, and discussed.

- D. Overnight Fieldtrips were updated: 8<sup>th</sup> grade to Ashland for 2 nights, 6<sup>th</sup> and 7<sup>th</sup> grades are going to a science camp in the foothills, \$150.00/student for 2 nights and meals. Class funds will cover these expenses.

#### **IV INFORMATION & REPORTS**

- A. Staff Report was provided by Becky Perkins, who reiterated the concern about salary disparity between SVUSD and SCS and teacher retention at SCS. She also spoke about classroom projects.
- B. CCC Report- none at this time
- C. Principal's Report - Dr. Sowers spoke about the upcoming overnight fieldtrips, the 7/8 play, the 6<sup>th</sup> grade play, a possible Family Dance, SCS becoming the lab school for GLPP and what that means, our new volunteer tutors, suicide prevention presentations for staff, students, and parents, the Youth Truth Survey, comprehensive health ed will start in 7<sup>th</sup> grade soon, then 5<sup>th</sup> and 6<sup>th</sup> in April, students are making thank you cards for the school to use in thanking volunteers, donors, etc., the Social Emotional Learning program, and she spoke a bit about a WalkAbout type of program for 6-8.
- D. Superintendent's Report – Ms. Stone reported that she has been spending a lot of time with the budget and special education processes.
- E. Board Reports – none at this time

MEETING ADJOURNED at 7:02.

Moved: Skinner

Second: Perkins

Vote: 4-0

**Sonoma Charter School**  
**Special Governing Board Workshop Minutes**

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**Monday, January 23, 2022**

**No Closed Session**

**10:00 a.m. – 2:00 p.m. Open Session**

*Meeting will be accessible at the Nelson Personnel Office – Training Room*

*19080 Lomita Ave, Sonoma, CA 95476*

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**MINUTES**

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**10:05 a.m. PUBLIC MEETING CALLED TO ORDER, QUORUM ESTABLISHED**

PRESENT: Trustees Skinner, White, Holladay, Perkins, and Aviles. Superintendent Stone and Principal Sowers were also present.

**I PUBLIC COMMENT**

There was no public comment

**II WORKSHOP**

**1. Budget Overview**

- a. The Board viewed a presentation on budget development and priorities, aligning resources to impact student achievement, budget monitoring, and the timeline for the budget year.

**2. Budget Review by line item**

- a. The Board reviewed a monthly financial presentation and the first interim report, looking at broad categories and line items

**3. Budget Reduction process**

- a. The board discussed developing budget priorities of the charter community – families, staff, and students
- b. As we develop the budget, we will recommend reducing as far from the classroom as possible, and looking for “low hanging” fruit



- c. A skeleton budget will be developed with priorities based on community input, mandates, and requirements. Other things will be added back in as is affordable.
- 4. Staff Salary increases
  - a. This is a priority of Board and administration
  - b. There was a discussion about how to retain staff and if there were other factors besides salary that would help with retention.

**MEETING ADJOURNED at 2:00 pm**



# SCHOOL ACCOUNTABILITY

## REPORT CARD

**Sonoma Charter**  
**2021–22 School Accountability Report Card**  
**Reported Using Data from the 2021–22 School Year**  
**California Department of Education**

**Address:** 17202 Sonoma Hwy.  
Sonoma, CA , 95476-3667

**Principal:** Dr. Hilary Sowers

**Phone:** 707-935-4232

**Grade Span:**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Dr. Hilary Sowers

Principal, Sonoma Charter

### About Our School

Sonoma Charter School continues its commitment to educating the whole child. We provide a strong academic program, an extensive arts program, and valuable social emotional learning at every grade level. We provide a balanced curriculum that is based on the California state standards. Our academic program includes the Grade Level Proficiency Project (GLPP). GLPP focuses on using student data and staff collaboration in order to meet the individual learning needs of each student.

Our staff members enjoy taking the students on field trips so that they can expand their learning opportunities through real world experiences. Our Arts program includes both visual and performing arts, with students doing live performances in our theater.

We have a strong sense of community in our little school. We start each day with a Morning Ceremony where all students and staff gather in our courtyard. This is followed by a Morning Meeting in each classroom. Then, once a month, we have "Family" time where students gather in small groups composed of students from each grade level, so that they can get to know each other while doing an art activity together.

When our students experience conflicts we address the conflicts with a Restorative Practice approach, taking the time to listen to each other, learn from our experience, and develop our social and emotional skills. We work to provide a caring environment, with a knowledgeable staff, parent support, and ongoing partnerships with the community, to ensure the success of every student. Our goal is to provide a safe and nurturing school where our students, staff, and families can engage with one another and enjoy their time together.

Dr. Hilary Sowers

### Contact

Sonoma Charter  
17202 Sonoma Hwy.  
Sonoma, CA 95476-3667

Phone: 707-935-4232  
Email: [hsowers@scs.k12.ca.us](mailto:hsowers@scs.k12.ca.us)

## Contact Information (School Year 2022–23)

### District Contact Information (School Year 2022–23)

<b>District Name</b>	Sonoma Valley Unified
<b>Phone Number</b>	707-935-4246
<b>Superintendent</b>	Kaufman, Elizabeth
<b>Email Address</b>	<a href="mailto:ekaufman@sonomaschools.org">ekaufman@sonomaschools.org</a>
<b>Website</b>	<a href="http://sonomaschools.org">http://sonomaschools.org</a>

### School Contact Information (School Year 2022–23)

<b>School Name</b>	Sonoma Charter
<b>Street</b>	17202 Sonoma Hwy.
<b>City, State, Zip</b>	Sonoma, CA, 95476-3667
<b>Phone Number</b>	707-935-4232
<b>Principal</b>	Dr. Hilary Sowers
<b>Email Address</b>	<a href="mailto:hsowers@scs.k12.ca.us">hsowers@scs.k12.ca.us</a>
<b>Website</b>	<a href="http://sonomacharterschool.org/">http://sonomacharterschool.org/</a>
<b>County-District-School (CDS) Code</b>	49709536111678

Last updated: 1/26/23

**School Description and Mission Statement (School Year 2022–23)**

Founded in 1993, Sonoma Charter School is a K-8 charter school located in California's beautiful Sonoma Valley. It is truly an extraordinary place of learning, and our talented staff provides each student an education with high academic standards. The guiding philosophy behind all Sonoma Charter School programs is to facilitate the development of the whole child, resulting in a literate, thinking, active, and compassionate participant of the global society. We consciously work to teach our students higher-order thinking skills: analysis, synthesis, and evaluation, instead of mere memorization of factual material.

Our VISION is: We are a small nurturing community of curious and self-aware learners who will thrive with compassion.

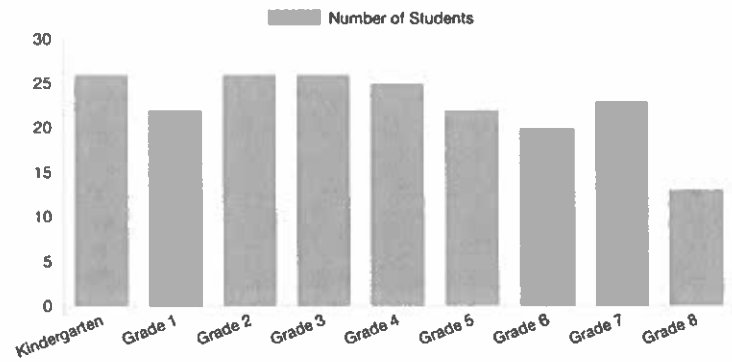
Our MISSION is to implement and sustain each part of the Vision statement:

- Small, nurturing community: class size, aides, K-8, inward facing campus, morning ceremony, personalized, family-like setting
- Curious Learners: Strong Arts program, project-based learning, love of learning, creative thinkers.
- Self-Aware Learners: Strong academics, enrichment programs, positive behavior encouragement
- Thrive: Happiness and success in life.
- Compassion: Global Citizen, contribution to society, social conscience, and making the world a better place.

Last updated: 1/25/23

**Student Enrollment by Grade Level (School Year 2021–22)**

Grade Level	Number of Students
Kindergarten	26
Grade 1	22
Grade 2	26
Grade 3	26
Grade 4	25
Grade 5	22
Grade 6	20
Grade 7	23
Grade 8	13
<b>Total Enrollment</b>	<b>203</b>



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/25/23

**Student Enrollment by Student Group (School Year 2021–22)**

Student Group	Percent of Total Enrollment
Female	53.20%
Male	46.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	1.00%
Black or African American	2.50%
Filipino	0.00%
Hispanic or Latino	49.80%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	3.00%
White	42.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	18.20%
Foster Youth	0.00%
Homeless	0.00%
Migrant	2.50%
Socioeconomically Disadvantaged	39.40%
Students with Disabilities	10.80%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	94.44	184.90	86.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	1.86	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.30	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.60	3.09	12115.80	4.41
Unknown	0.50	5.56	10.80	5.05	18854.30	6.86
Total Teaching Positions	9.00	100.00	214.80	100.00	274759.10	100.00

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

Last updated: 1/25/23

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

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

Last updated: 1/25/23

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	





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

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

*Last updated: 1/11/23*

**Class Assignments**

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 1/11/23*

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)**

Year and month in which the data were collected: September 2022-23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Reading Company "Core" Lexia Learning Power Up Literacy Classroom Libraries/Leveled Literacy	Yes	0%
Mathematics	Eureka Math K-5 Open Up Resources 6-8 (adopted 2022) Dreambox Learning	Yes	0%
Science	Mystery Science FOSS Science Curriculum	Yes	0%
History-Social Science	American Reading Company "Core" K-6 Prentice Hall History 7-8. (2006)	Yes	0%
Foreign Language	N/A		0%
Health	Oakland Unified "Healthy Kids/Teens" health education curriculum	Yes	0%
Visual and Performing Arts	None		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/25/23

**School Facility Conditions and Planned Improvements**

The campus of Sonoma Charter School, owned by Sonoma Valley Unified School District, was deemed to be in "Good Repair" according to the FIT assessment conducted in Summer, 2022.

*Last updated: 1/25/23*

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2022

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

**Overall Facility Rate**

Year and month of the most recent FIT report: August 2022

Overall Rating	Good
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*Last updated: 1/25/23*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	48%	N/A	38%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	35%	N/A	21%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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

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

Last updated: 1/25/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	129	96.27	3.73	48.06
Female	66	62	93.94	6.06	50.00
Male	68	67	98.53	1.47	46.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	67	64	95.52	4.48	34.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	56	54	96.43	3.57	64.81
English Learners	31	30	96.77	3.23	16.67
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	48.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	31.58

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/25/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	135	130	96.30	3.70	35.38
Female	67	63	94.03	5.97	28.57
Male	68	67	98.53	1.47	41.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	65	95.59	4.41	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	56	54	96.43	3.57	53.70
English Learners	32	31	96.88	3.12	6.45
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	53	100.00	0.00	33.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	21	20	95.24	4.76	20.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Last updated: 1/25/23

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	32.35	--	18.97	28.5	29.47

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

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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

*Last updated: 1/25/23*



**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	34	97.14	2.86	32.35
Female	20	19	95.00	5.00	26.32
Male	15	15	100.00	0.00	40.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	31.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/25/23

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**California Physical Fitness Test Results (School Year 2021–22)**

**Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	94.7%	68.4%	79%	68%	79%
7	95.2%	62%	68%	62%	68%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

*Last updated: 1/26/23*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2022–23)

We have a variety of opportunities for parent involvement.

\*Charter Community Connection – This is our Parent-Teacher organization. This group meets once each month to talk about school events that help to foster a strong sense of community as well as fundraising events that help to support all of our wonderful enrichment programs.

\*ELAC - English Learner Advisory Council - This is a parent group for parents of our English Learners. They give input on the English Learner program and school plans.

\*Padres de Familia – This is parent group for our Spanish-speaking families.

\*Room Parents – These parents work directly with the classroom teachers to help coordinate class events and to communicate the details of these events with the other parents in the class.

\*Parent Volunteers – Parents are welcome to volunteer in their children's classrooms, on field trips, and to help us with special events.

\*Volunteer Tutors – We have many parents who volunteer each week to work with small groups of students who need a little extra support with reading and/or math skills. Our teachers provide the lessons and the space for these volunteers to work with the students.

\*School Board Members – We have community members, staff members, and parents of currently enrolled students on our school board.

**State Priority: Pupil Engagement**

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

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

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

Students at Sonoma Charter (K-8) do not graduate, they are promoted to high school.

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	0.00%	0.00%	0.00%		1.20%	2.80%	8.9%	9.4%	7.8%
Graduation Rate					91.20%	92.70%	84.2%	83.6%	87.0%



Last updated: 1/24/23

**Chronic Absenteeism by Student Group  
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	225	214	71	33.2
Female	120	113	44	38.9
Male	105	101	27	26.7
American Indian or Alaska Native	1	1	0	0.0
Asian	2	2	0	0.0
Black or African American	5	5	3	60.0
Filipino	0	0	0	0.0
Hispanic or Latino	111	106	40	37.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	6	6	2	33.3
White	99	93	25	26.9
English Learners	46	45	17	37.8
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	91	89	31	34.8
Students Receiving Migrant Education Services	7	7	2	28.6
Students with Disabilities	31	28	10	35.7

Last updated: 1/25/23

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.47%	2.87%	2.45%
Expulsions	0.00%	0.02%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.00%	4.33%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/25/23

**Suspensions and Expulsions by Student Group  
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/25/23

**School Safety Plan (School Year 2022–23)**

Student safety is of the utmost concern to our staff and parents. Staff and parent representatives jointly developed the school-wide discipline and safety plan. Regular practice drills are held, as outlined in the plan. The Sonoma Charter School Safety Plan was developed in 2018 and is in the process of being reviewed in the 2022-23 school year, and each academic year.

Classified personnel monitor the school grounds before, during, and after school. All Sonoma Charter School staff members are receiving training in a curriculum that addresses safety and Positive Behavior Intervention Support (PBIS). This program uses the concepts of peace paths and class councils to resolve conflicts.

Responsive Classroom strategies are used to help support students socially by building a community of learners. Students understand the consequences of choices and use a positive behavior approach. Logical consequences are employed as our behavior system. Families receive a copy of our behavior policy, which is sent home annually.

Last updated: 1/25/23

**D. Other SARC information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Elementary) School Year 2019–20**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		1	0
1	22.00		1	0
2	20.00	1		0
3	25.00		1	0
4	23.00		1	0
5	26.00		1	0
6	7.00	6	0	0
Other**			0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–21**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	11.00	2		0
1	23.00		1	0
2	26.00		1	0
3	24.00		1	0
4	25.00		1	0
5	24.00		1	0
6	27.00		1	0
Other**			0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.



**Average Class Size and Class Size Distribution (Elementary) School Year 2021–22**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	2	1	0
1	22.00		1	0
2	26.00		1	0
3	26.00		1	0
4	25.00		1	0
5	22.00		1	0
6	20.00	2	0	0
Other**			0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	1	1	0
Mathematics	23.00	1	1	0
Science	23.00	1	1	0
Social Science	23.00	1	1	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	19.00	2	0	0
Mathematics	19.00	2	0	0
Science	19.00	2	0	0
Social Science	19.00	2	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	18.00	1	1	0
Mathematics	18.00	1	1	0
Science	18.00	2	0	0
Social Science	18.00	1	1	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/23

**Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other	0.50

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/23

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020-21)**

Expenditures are estimated

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11471.00	\$1755.00	\$9716.00	\$67075.00
District	N/A	N/A	\$0.00	\$74073.00
Percent Difference – School Site and District	N/A	N/A	--	9.00%
State	N/A	N/A	\$6593.62	\$79175.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/27/23

**Types of Services Funded (Fiscal Year 2021–22)**

In fiscal year 2021–22, Sonoma Charter School provided services consistent with the Multi-Tiered Systems of Support: reading intervention, special education for learning and speech/language disabilities, occupational therapy, deaf and hard of hearing services, low vision services, classroom aides for one-on-one and small group instruction, leveled instruction, counseling services, and continued implementation of our social emotional learning program.

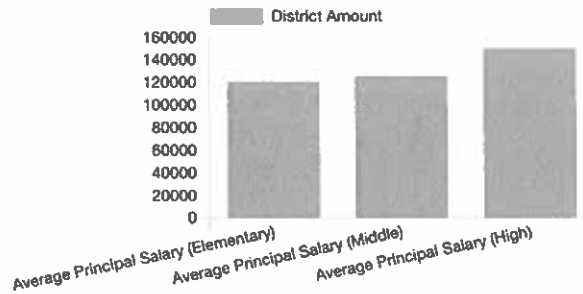
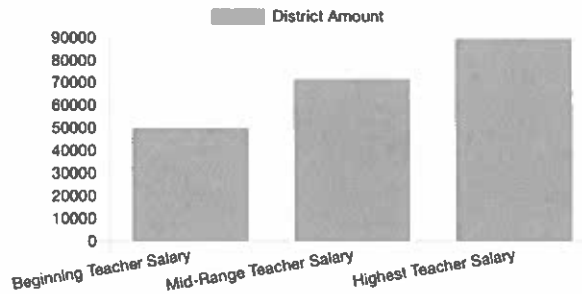
*Last updated: 1/26/23*

**Teacher and Administrative Salaries (Fiscal Year 2020–21)**

Sonoma Charter School salaries for 2020–21 were very close to those for the District, except the Director made \$120,000 and had no principal or superintendent.

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$49902.00	\$48502.57
Mid-Range Teacher Salary	\$71488.00	\$74912.00
Highest Teacher Salary	\$89378.00	\$100321.14
Average Principal Salary (Elementary)	\$120723.00	\$122159.71
Average Principal Salary (Middle)	\$125336.00	\$127631.69
Average Principal Salary (High)	\$150095.00	\$137578.46
Superintendent Salary	\$220548.00	\$198664.67
Percent of Budget for Teacher Salaries	26.49%	30.66%
Percent of Budget for Administrative Salaries	4.64%	5.61%

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



*Last updated: 1/26/23*

**Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

*Last updated: 1/25/23*



RESOLUTION 04-22/23

RECOGNITION AND AWARENESS OF  
DIVERSITY, EQUITY, AND WELLNESS

February 21, 2023

**RESOLUTION NO. 04-22/23  
OF  
THE SONOMA CHARTER SCHOOL**

**PROCLAIMING SONOMA CHARTER SCHOOL'S DEDICATION TO SERVING THE  
NEEDS OF EACH AND EVERY STUDENT THROUGH ONGOING RECOGNITION  
AND AWARENESS OF DIVERSITY, EQUITY, AND WELLNESS**

**WHEREAS**, human diversity can be defined as differences in race, ethnicity, nationality, gender, gender identity, sexual orientation, socio-economic status, age, physical and/or mental capabilities, and religious beliefs, and all these vast diversities exist among and between the students in schools everywhere; and

**WHEREAS**, the mental health and wellness of students is of paramount importance to support their academic achievement and safe decision-making; and

**WHEREAS**, there are months dedicated to celebrating different ethnic heritages and acknowledging the need for mental health and wellness supports, Sonoma Charter School is, however, committed to acknowledging and celebrating our differences all school year long; and

**WHEREAS**, California has one of the nation's largest and most diverse student populations. Ethnic minorities account for over 71 percent of the student population, with more than 90 languages spoken in public schools. The Sonoma Charter School is representative of these diverse demographics that make our state great, and we commit to serving all students as well as staff from all backgrounds, and

**WHEREAS**, the diverse student population of the Sonoma Charter School is one of its greatest assets and closely reflects the diverse population of California; and

**WHEREAS**, the Sonoma Charter School recognizes that when educational organizations are committed to enhancing diversity, equity, and inclusion, student learning and outcomes improve. Students benefit from seeing themselves honored in the front of the classroom, in administration, in curriculum, in community events, and in holiday celebrations: it is about making our students, as well as our staff, visible and embraced within our district. Not only does increasing diversity, equity, and inclusion give our students more opportunities to visualize a successful future, but it also exposes them to more ideas, information, and cultures, all of which are necessary to thrive in a diversifying global economy; and

**WHEREAS**, the Sonoma Charter School acknowledges its responsibility to provide for the physical and emotional safety of all its students, and

**WHEREAS**, the Sonoma Charter School is committed to providing excellent professional and educational opportunities to all staff and students, embracing all backgrounds such as race, gender, ethnicity, national origin, income, sexual orientation, or ability, and is guided by the core values of student learning, positive interdependence, quality performance, inclusivity, integrity, and respect; and

**WHEREAS**, the Sonoma Charter School recognizes the need and importance for culturally relevant training and ongoing professional development of educators, administrators, and staff; and,

**WHEREAS**, the Sonoma Charter School recognizes the need and importance for culturally relevant instruction and curriculum for students; and

**WHEREAS**, the Sonoma Charter School recognizes the urgency and importance of providing training to all adults on not only recognizing when our students are in crisis but how to connect students to appropriate support.

**NOW, THEREFORE BE IT RESOLVED**, that Sonoma Charter School is committed to fostering attitudes, behaviors, practices, and knowledge that promote and habituate diversity, inclusion, and equity in our school as well as fostering physical and emotional safety for all students;

**BE IT FURTHER RESOLVED**, that Sonoma Valley Unified School District's schools are encouraged to celebrate the District's racial and ethnic diversity among students, staff, and administrators and honor their tireless contributions to advancing diversity, equity, and inclusion that results in student success;

**BE IT FURTHER RESOLVED**, that Sonoma Charter School values mental health and social-emotional learning, as well as the provision of safe learning environments for every student;

**BE IT FURTHER RESOLVED**, that Sonoma Charter School declares its support of diversity, equity, inclusion, belonging, and mental health and wellness of students and staff and acknowledges recognition months throughout the school year (September - June) which will include, but are not limited to the following:

- National Suicide Prevention Week – September 10 – September 16
- Latino/Hispanic Heritage Month – September 15 – October 15
- Constitution Day and Citizenship Day – September 17
- Islamic Heritage Month - October
- National Bullying Prevention Month - October
- National Disability Employment Awareness Month - October
- Indigenous People's Day – October 9
- Digital Citizenship Week – October 17 – October 22
- Red Ribbon Week – October 23 – October 31
- National Homeless Youth Awareness Month - November
- Native American/Alaska Native Heritage Month - November
- United Against Hate Week – November 13 – November 19
- International Day of Persons with Disabilities – December 3
- Human Rights Day – December 10
- Martin Luther King, Jr. Day - January 16

February 21, 2023

- African American/Black History Month - February
- Women's History Month - March
- International Women's Day – March 8
- National Deaf History Month – March 13 – April 15
- Caesar Chavez Day – March 31
- Arab American Heritage Month - April
- World Autism Awareness Day – April 2
- Dolores Huerta Day – April 10
- Asian American Pacific Islander Heritage month - May
- Foster Care Awareness Month- May
- Jewish American Heritage Month - May
- Mental Health Awareness Month - May
- Older Americans Month - May
- Lesbian, Gay, Bisexual, Transgender, and Queer Pride Month (LGBTQ+) - June
- Juneteenth, National Independence Day Act 2021, commemorating the emancipation of African American slaves (1865) - June 19

**APPROVED, PASSED, AND ADOPTED** at a regular meeting of the governing body of the Sonoma Valley Unified School District on this 21st day of February 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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President Skinner



# BOARD POLICIES



### CHARTER SCHOOL GOVERNING BOARD POLICY CHECKLIST

This chart reflects the governing board sample policies available through membership with the Charter Schools Development Center. The chart identifies those policies that are required by law and those that are best practice to adopt. Many charter schools commit to adopt many policies in their charter petitions and in the memorandum of understanding with their granting agencies.

Review all relevant documents to ensure you have all your school specific policies in place.

Employee Handbook	Legally Required	Best Practice
1. Introduction	Many sections of the employee handbook reflect policies that are required by law; some are restatements of federal and state law and other sections are simply internal policies ✓	
2. Hiring Policies and Procedures	✓	
3. General Workplace Policies	✓	
4. Hours of Work, Overtime and Attendance	✓	
5. Standards of Conduct	✓	
6. Employee Benefits	✓	
7. Employee Evaluation and Separation	✓	
8. Emergency Leave and Sick Leave	Legally Required ✓	
9. Supplemental COVID-19 Sick Leave	Legally Required until September 20, 2022 ✓	
10. Teleworking Agreement	✓	Best Practice
<b>Financial Management Policies</b>	<b>Legally Required</b>	<b>Best Practice</b>

1. Budget Development and Oversight Calendar and Responsibilities	✓	Best practice
2. Controls, Budget Management and Fiscal	✓	Best practice
3. Negotiating Funding Entitlements	✓	Best practice
4. Required Budget and Other Fiscal Reports	✓	Best practice
5. Property and Liability Insurance	✓	Best practice
6. Board Compensation	✓	Best practice
7. Authority to Enter Into Contracts and Agreements	✓	Best practice – this topic may be covered by board resolution
8. Fundraising, Grant Solicitation and Donation Recognition	✓	Best practice

Curriculum and Instruction	Legally Required	Best Practice
1. Curriculum Development and Modification		Best practice
2. Assessments and Examinations		Best practice; language should mirror charter petition
3. Curriculum Assessment		Best practice
4. Graduation Requirements		Best practice, language should mirror charter petition
5. Interscholastic Sports		Best practice

3. Injury and Illness Prevention Program Guidance	Legally required content; policy required	
4. Child Safety Alert System	Legally required content; policy required	
5. Transportation Safety Plan	Legally required content; policy required	

Board Governance Policies	Legally Required	Best Practice
1. Board Duties and Responsibilities: Delegation of Power	✓	Best practice, although the job description of the head of the school may address delegation of power issues (ensure consistency)

2. Annual Organizational Meeting	✓	Best practice, although the school's bylaws might address this topic (ensure consistency)
3. Procedure for Policy Adoption		Best practice if you have confusion over policy development
4. Code of Ethics for Board Members	✓	Best practice
5. School Board Meetings – Brown Act Complaint	Restatement of California law and policy adoption is recommended ✓	
6. Board Operations	✓	Best practice
7a. Conflicts of Interest (Corporations Code)	Legally required content for all nonprofit corporations; policy required ✓	N/A
7b. Conflicts of Interest (Corporations Code, Political Reform Act)	Legally required content for compliance with Political Reform Act; policy required ✓	

6. School Calendar	✓	Best practice; external auditor may require it to complete audit of instructional days and time requirements, language should mirror charter petition and ensure school meets state instructional days/minutes offering mandates
7. Independent Study	Legally required content; policy required if providing independent study	✓
8. Math Placement	Legally required content; policy required	✓

Facilities and Operations	Legally Required	Best Practice
1. Facilities Development		Best practice
2. Community Use of Facilities	Legally required content and policy required if using district facilities; best practice if using other facilities and allow for community use	
3. Capital Expenditures		Best practice
4. Public Solicitation on School Grounds		Best practice
5. Registration of Visitors/Guests	Legally required content; policy required	
6. Student Drop-Off, Pick-Up and Parking		Best practice

School Safety	Legally Required	Best Practice
1. School Emergency Plans	Legally required plan; plan must address topics mandated by law	
2. Field Trips and Excursions		Best practice

13. Student Organizations and Clubs		Best practice
14. Activities of Military Recruiters on Campus	Content reflects federal law, although the policy is not required	N/A
15a. Parent Involvement Policies and Parent-School Compact (School-Level)	Legally required content and policy required if receiving federal funds	see
15b. Parent Involvement Policies and Parent-School Compact (Multi-School LEA)	Legally required content and policy required if receiving federal funds	N/A
15c. Parent Involvement Policies and Parent-School Compact (Single School LEA)	Legally required content and policy required if receiving federal funds	✓
16a. Homeless Education Policy (No Federal Homeless Education Funding)	Legally required content and policy required even if not receiving federal funds	
16b. Homeless Education Policy (Receiving Federal Homeless Education Funding)	Legally required content and policy required if receiving federal homeless education funds	
17. Notice of Non-Discrimination	Legally required content; policy required	
18. Immigration Enforcement	Legally required content; policy required	
19. Detention and Deportation	Legally required content; policy required	
20. Suicide Prevention	Legally required content; policy required	✓
21. Foster Youth Policy	Legally required content	
22. Residency Policy		Best Practice

23. AB 2022 (2018) Sample Letter	Notification is required by law, board policy is optional	
24. Regulations for Smartphones on School Campuses	Legally required content; policy required	
25. Identification and Education Under Section 504		Best practice

ADMISSIONS AND ENROLLMENT POLICY**I. Introduction**

The goal of the admissions policy of Sonoma Charter School (hereinafter “School”) is to attract, admit and retain at the School the broadest spectrum of students and families representative of the rich diversity existing in the Sonoma Valley Unified School District. The School will be nonsectarian in its programs, admissions policies, employment practices and all other operations. The School will not charge tuition and the School will not discriminate in admissions or outreach against any pupil on the basis of ethnicity, national origin, gender, disability or any other legally protected category.

**II. Admission and Requirements for Admission**

The School is open to any student in the State of California who meets the admissions requirements described herein. If the number of pupils who wish to attend the School exceeds the school’s capacity, attendance (except for existing pupils of the charter school) shall be determined by a public random drawing, the process for which is described below.

**A. Admission Eligibility and Requirements**

In order to be eligible for admission in the School, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- All kindergarten students must be age 5 on or before September 1 of the school year in which he/she seeks admission.
- For those children who do not meet the minimum age for admission into kindergarten, the School offers a voluntary transitional kindergarten (“TK”) program for eligible children. The School’s TK program is the first of a two-year kindergarten program and students shall not attend more than two years of a combination of TK and kindergarten. The School’s TK program will admit children whose birthday falls within the following:
  - In the 2022-23 school year, a child who will have their fifth birthday between September 2 and February 2;
  - In the 2023-24 school year, a child who will have had their fifth birthday between September 2 and April 2;
  - In the 2024-25 school year, a child who will have had their fifth birthday between September 2 and June 2;



- In the 2025-26 school year, and each year thereafter, a child who will have had their fourth birthday by September 1.
- Provided the governing board of the School determines that the admittance is in the best interests of the child and that the parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. The curriculum offered in the TK program shall be age and developmentally appropriate. TK students may be placed in the same classroom as other kindergarten students, provided that the instruction given is that designed for TK students.
- No student admitted early shall generate average daily attendance until the student has attained his or her fifth birthday, regardless of when the student was admitted during the school year.
- All students must be at least age 6 by September 1 of the school year in which he/she seeks admission in first grade.
- No student may concurrently attend a private school that charges the student's family for tuition.
- All students shall be documented as residents of the State of California.
- A student that has been otherwise expelled may be admitted to the school in the discretion of the governing board on a case-by-case basis. No student will be admitted during the term of an expulsion for bringing to or possessing a firearm at any school, unless the Director makes a determination based on the specific facts of the situation in accordance with the School's discipline policy. [The previous sentence should be included if the school receives federal ESSA funds. 20 U.S.C. § 7961(b)]

## **Enrollment Process**

In order to ensure that all students will be placed appropriately and benefit fully from the education program, the following enrollment procedures will be enforced. Failure to comply with any of these procedures will result in denial of enrollment. An enrolled student will be removed from the School if failure to comply with these procedures is discovered after enrollment has been granted. All eligible students must meet the following requirements:

- Complete applications for admission must be timely submitted to the School no later than the deadline published for that school year.
- The application for admission shall include, but is not limited to, the following:
  - Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;
  - A statement regarding the student's immunization or exception from the requirement;

- A statement regarding the student’s examinations required by the Health and Safety Code;
  - Identification of the student’s age;
  - Identification of the student’s residency;
- Parents/guardians/caregivers are strongly encouraged to attend a School Tour
  - Parents/guardians/caregivers and students shall sign and return to the School an acknowledgement of receipt and review of the Student Handbook with the application for admission.

The School shall follow any required procedures for the transfer of a program between SELPAs.

Additionally, each application will be reviewed by staff to ensure it is complete before the student will be considered for enrollment.

The School’s personnel shall not inquire specifically about a student’s citizenship or immigration status or the citizenship or immigration status of a student’s parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student’s immigration status, such as a green card, voter registration, a passport or citizenship papers. Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, School personnel shall solicit that documentation or information separately from the school enrollment process.

Pursuant to this policy and where permitted by law, the Director of the School shall enumerate alternative means to establish residency, age or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status or national origin, and that do not reveal information related to citizenship status or immigration status.

If the School solicits the last four digits of an adult household member’s Social Security number to establish eligibility for a federal benefit program, the School shall explain the limited purpose for which the information is collected. It is the School’s policy that a failure to provide this information will not bar the student from enrolling in or attending the School, and such policy will be explained at the time the School asks for this information.

If the School has more applications for enrollment than available space, enrollment shall occur following the random public drawing as described below.

### **III. Preferences**

In the event that there are more students applying for enrollment than available space, preferences shall be extended in the following order of priority:

- Pupils currently attending the School; [**Note: This preference is required by Education Code § 47605(e)(2)(B), although the statute does not require that it be given first preference in the list of priorities.**]
- Siblings of students currently admitted in the School; [**Note: This preference is discretionary for the School and should be authorized in the school’s charter or related agreements with the charter-granting agency.**]
- Children of the School’s teachers, staff and founding families (not to exceed 10% of the school’s total population); [**Note: The California Department of Education and the federal Department of Education, in unofficial and non-binding guidance, indicate that preferences for children of founding families, current employees and board members should not exceed between 20%-10%. “Charter Schools Program Non-Regulatory Guidance, Title V Part B,” dated 2004 advises that children of “founders” and staff may be granted admissions preference provided their number is “small.”**]
- Students residing within the boundaries of the [**granting or district in which the school is geographically located**] District. If enrollment was based on the preferential treatment received due to the in-district residence, the student must continue to reside in the district in order to remain admitted in the following school year; [**Note: This preference is required by Education Code § 47605(e)(2)(B), although the statute does not require that it be given any particular ranking as a preference. Additionally, the statute is silent as to whether the preference must be provided to students residing in the boundaries of the granting district or the district in which the school is geographically located.**]
- Children of staff (not to exceed 10% of the total student population). [**Note: See note above relating to children of the School’s founding families.**]

#### **IV. Enrollment Process and Guidelines**

There will be an open enrollment period each year, which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated. When a parent, guardian or student inquires about enrollment and before conducting an enrollment lottery, the School will provide a copy of the California Department of Education’s notice including the notice requirements in California Education Code section 47605(d)(4).

The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The School will determine class size/configuration for the school year;
- The School will solicit from current students their intention to return the following year;
- The School will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;

- The School will solicit from staff members their intention to apply for admission for their children;
- The School will design program informational materials;
- The School will issue press releases and utilize other communication strategies;
- The School will actively recruit students throughout the community;
- The School will host Information Open House Meeting(s) and record attendance;
- The School will schedule School Tours (attendance at which is strongly encouraged for admission);
- The School will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
- The School will determine the number of returning students at each level;
- The School will determine the number of new students at each level;
- After the returning students are placed, the School will hold a random public drawing, if necessary applying its identified preferences;
- The School will notify the families of the applicants who are accepted and rejected;
- Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the next lottery pool if a wait list already exists.

A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. During enrollment, volunteers and paid employees return calls and answer questions from prospective families. If families from the wait list are offered a position, they must accept that position within three business days or if they decline or fail to respond within three business days they may be removed from the wait list or placed at the bottom of the wait list if they desire.

## V. **Final Admission**

Once the student has been enrolled, parents, guardians, education rights holders or students will be required to provide proof of immunization status, date of birth, residency, examinations required by the Health and Safety Code, transcripts, copies of any IEPs and other student records in order to complete the admissions process as described below.

In accordance with law, students who are qualify as homeless students or foster students may be admitted even if some of the above-referenced documents are not timely submitted.

No student will be unconditionally admitted unless the student has been fully immunized as required by law or has a valid medical exemption on file.

No non-California residents will be admitted to the School.

No student who does not meet the minimum age for admission in accordance with California law will be admitted to the School.

Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending;

Proof of full immunization or exception from the requirement;

Proof of health examinations required by the Health and Safety Code;

Proof of age with the application for admission through documents such as the following: birth records, statements by the local registrar or a county recorder certifying the date of birth, baptism certificate duly attested, a declaration from the parent/guardian or a passport;

Proof of residency through documents such as the following: parent or guardian's drivers' license, ID card or DMV printout, a copy of a lease, utility bill or similar showing the address of the residence, etc., California tax returns giving California as the home address (within acceptable dates); car registration and/or car insurance; California health insurance or Medi-Cal ID;

If any information provided to by the parents/guardians could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending the School. If parents or guardians choose not to provide information that could indicate their children's immigration status, citizenship status, or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Adopted: 3/21/2023

Amended:

ANNUAL ORGANIZATIONAL MEETINGTime and Place for Meeting

In accordance with the Bylaws, the Board shall meet at its principal executive office at least once annually within thirty (30) days of the beginning the Academic school year for the purpose of reorganizing the Board.

Order of Business

In accordance with the Bylaws, the order of business at this meeting shall be:

- A. Call to order.
- B. Elect Directors to fill vacancies.
- C. Elect President.
- D. Elect Secretary.
- E. Set regular meetings (time, place and day).
- F. Elect any representatives to serve on any applicable advisory boards and/or committees as appropriate.
- G. Recognize departing Board members.
- H. Readopt in resolution form School policy regarding the Board's Code of Ethics.
- I. Such other business as may be determined to be necessary by the Board and reflected on the posted agenda.
- J. Adjournment.

Adopted: 2/21/23

Amended:

ATTENDANCEExcused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law or Board policy.

A student's absence shall be excused for the following reasons: **[Note: the school has the discretion to include other reasons that are considered valid excuses.]**

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health;
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, ophthalmologic, or chiropractic appointments;
4. Attendance at funeral services for a member of the immediate family:
  - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
  - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household.
5. Jury duty in the manner provided by law;
6. Justifiable personal reasons, when accompanied by a written request by the parent or guardian and approved by the Principal or his/her designee, including, but not limited to:
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. Observance of a holiday or ceremony of his/her religion
  - d. Attendance at religious retreats
  - e. Attendance at an employment conference
  - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
7. Serving as a member of a precinct board for an election pursuant to Elections Code § 12302.
8. Spending time with a member of the pupil's immediate family, who is an active duty of the uniformed services and has been called to duty for, is on leave from, or has

immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Principal.

9. For the purpose of participating in a cultural ceremony or event. "Cultural" means relating to the habits, practices, beliefs, and traditions of a certain group of people.
9. If a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours, including absences to care for a sick child for which the school shall not require a note from a doctor.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
11. Authorized at the discretion of a school administrator.

Attendance at religious retreats shall not exceed four hours per semester.

Students absent for the reasons deemed "excused" shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

### Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian, parent representative, or student if 18 or older;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student;
  - b. Name of parent/guardian or parent representative;
  - c. Name of verifying employee;
  - d. Date or dates of absence; and
  - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification



- a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
- b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

Students in grades K-6 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-12 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

#### Unexcused Absences/Truancy for Classroom Based Attendance

The Director, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School attendance review board or probation officer may request a juvenile court petition on behalf of the student.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Director or designee.

The parent/guardian of a student classified as a truant shall be notified of the following:

- a. The student is truant;
- b. The parent/guardian is obligated to compel the student to attend school;
- c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
- d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
- e. Alternative educational programs are available through the School, if available;

- f. The student may be subject to arrest by a probation officer, a peace officer, a school administrator, an attendance supervisor or his/her designee under Education Code section 48264 if found away from home and absent from school without a valid excuse;
  - g. The student may be subject to suspension, restriction or delay of his/her driving privilege; and
  - h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
2. Upon his/her first truancy, a student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the pupil's attendance.
3. Upon his/her second truancy within the same school year, a student may be given a written warning by a peach officer. A record of the written warning may be kept at the school for not less than two years or until the pupil graduates or transfers from the school. If the student transfers from that school, the record may be forwarded to the school receiving the student's school records. The student may also be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #4 below.
4. Upon his/her third truancy within the same school year, the student will be classified as a habitual truant and may be referred to, and required to attend, an attendance review board or a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Director or designee. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #5 below.
5. Upon his/her fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the pupil to be a ward of the court. If the student is adjudged a ward of the court, the student shall be required to do one of the following:
  - a. Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
  - b. Payment of a fine by the student of not more than fifty dollars (\$50) for which a parent or legal guardian of the student may be jointly liable.
  - c. Attendance of a court-approved truancy prevention program.
  - d. Suspension or revocation of driving privileges. This subdivision shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program pursuant to subdivision (c).

## Reports

The Director, or designee, shall gather and transmit to the Board the number of referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court.

Adopted: 2/21/23

Amended:

**School Board Meetings – Brown Act Compliant****I. Types of Meetings****A. Regular Meetings**

Regular meetings of the Board of Directors of Sonoma Charter School (“Board”) shall be held consistent with the calendar for such meetings as established by the Board each year.

If at any time any regular meeting falls on a holiday, (Federal, State or local), such regular meeting shall be held on the next business day.

When required by law, meetings of advisory committees or standing committees, for which an agenda is posted at least 72 hours in advance of the meeting in accordance with law, shall be considered regular committee meetings.

**B. Special Meetings**

Special meetings may be called on an as-needed basis by the President of the Board or a majority of the members of the board, consistent with legal requirements.

**C. Emergency Meetings**

Emergency meetings may be called by a Board majority when an emergency situation arises involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities in accordance with law.

**II. Notification of Meetings****A. Regular Meetings**

Notice of the time and place of regular meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons or entities who have previously requested notice of such meetings, not later than 72 hours prior to a regular meeting. The notice and agenda will also be posted in a location that is freely accessible to members of the public not later than 72 hours prior to a regular meeting.

The notice and agenda will be posted on the School’s website on the School’s Website homepage through a prominent, direct link. The direct link shall not be in a contextual menu. The agenda shall be posted in an open format that meets all of the following requirements: 1) retrievable, downloadable, indexable, and electronically searchable by commonly used internet

search applications; 2) platform independent and machine readable; 3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for regular meetings.

#### **B. Special Meetings**

Notice of the time and place of special meetings, along with the agenda and supporting documentation, will be provided to all Board members and those persons who have previously requested notice of such meetings, not later than 24 hours prior to a regular meeting. Board members and media outlets (local newspapers, radios and/or television stations), that have requested notice in writing, will be provided written notice delivered personally or by any other means to ensure receipt at least 24 hours before the time of the special meeting. The agenda packet will be mailed to all other persons requesting a copy of the agenda and supporting documents under Government Code section 54954.1 at the time the materials are distributed to all members of the Board if possible or, if not a majority of the Board.

The notice and agenda will be posted on the School's website in line with the posting requirements described for Regular meetings [**Note: only include this website posting if the school has a website**] and in a location that is freely accessible to members of the public not later than 24 hours prior to a special meeting.

It is the Director's responsibility to provide notice and copies of the agenda and supporting documentation for special meetings. [**Note: This task may be delegated to anyone within the organization.**]

The agendas will be posted on the School's primary website homepage accessible through a prominent, direct link.

#### **C. Emergency Meetings**

In the case of an emergency situation involving matters upon which prompt action is necessary due to the disruption or threatened disruption of public facilities, notice to the Board will be provided as soon as is reasonably practicable under the circumstances. All media outlets that have requested notice of special meetings shall be notified one hour prior to the emergency meeting, or in the case of a dire emergency, at or near the time that the Board members are notified of the emergency meeting. The notice shall be given by telephone and all telephone numbers provided by the media outlet in the request for notice shall be exhausted. If telephones are not working, the notice requirement is waived and the media shall be notified of the fact of the holding of the emergency meeting, the purpose of the meeting and any action taken at the meeting as soon after the meeting as possible.

### III. Agendas

#### A. Preparation of Agenda and Process

The Director or designee shall be responsible for preparing the agendas for all meetings of the Board.

The Director shall include on the agenda items that relate to school business as are requested for inclusion by Board members and determined by the Director to be appropriate for discussion at that meeting. In addition, a citizen may request that a topic directly related to school business be placed on the agenda. The Director and/or Board President shall determine, in his/her discretion, whether the citizen request is or is not an item directly related to school business. No citizen-requested item shall be placed on the agenda if it is repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the agenda by Board members, school employees or citizens shall be in writing and submitted to the Director's office no later than seven (7) working days prior to the next regularly scheduled Board meeting.

At a Board meeting, Board members or the Director may request that a topic be placed on the agenda, which topic had been recently considered and acted upon by the Board, provided there is new and relevant information on the topic. Discussion at the meeting is limited to determination of whether to reconsider the agenda topic at the next Board meeting.

#### B. Contents of the Agenda

In preparing the agenda, the Director shall include the following:

- Time and location of the meeting, including, if applicable, any teleconferencing location(s);
- A brief general description of all items of business to be transacted or discussed at the meeting, including those items to be discussed in closed session; Closed session items must be described in accordance with Government Code section 54954.5;
- An opportunity for members of the public to directly address the Board in accordance with the Board's public comment policy (addressed below);
- If teleconference locations are being utilized, an opportunity for members of the public to address the Board directly at each teleconference location, unless the board is operating pursuant to Government Code section 54953(e); and

- Information regarding how, to whom and when a request for disability related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting.

#### IV. Supporting Information Relating to Agenda Items

The Director or designee is responsible for preparing all supporting information that may accompany each agenda topic originating from the administration or the Board.

The purpose of preparing supporting information is to facilitate decision-making on the part of the Board members by having available to them in advance of Board meetings comprehensive data pertaining to each agenda topic. The supporting information shall accompany the agenda and be delivered to the Board members concurrently with the agenda.

If supporting materials are distributed to Board members during a public meeting, such materials will be made available for public inspection at the meeting if prepared by the Director. If such materials are prepared by some other person, they shall be made available after the meeting at which they were distributed. The Board may charge a fee or deposit for a copy of such materials.

These materials will be made available in appropriate alternative formats upon request by a person with a disability, as required by the Americans with Disabilities Act (42 U.S.C. § 12132). No surcharge will be imposed on persons with disabilities in violation of the Americans with Disabilities Act.

Citizens who request to have a topic placed on the agenda are encouraged to submit, in writing, supporting information detailing their reason for having the topic placed on the agenda and what is being requested of the Board. This is intended to provide background information for Board members to help expedite the Board's handling of the topic at the Board meeting.

#### V. Board Meetings

##### A. Open Session

All regular, special and emergency meetings of the Board shall be open to the public and the media, except Closed Sessions as authorized by law.

##### B. Public Participation at Meetings

**Public comment generally:** At a regular meeting, any person may address the Board concerning any item on the agenda and any other matters under the Board's jurisdiction. At a special meeting, any person may address the Board only concerning the items on the agenda. The total time devoted to presentations to the Board on all public comment (including agenda items and non-agenda items at regular meetings) shall not exceed one half hour, unless additional

time is granted by the Board. At the discretion of the Board President, individuals may be granted 5 minutes to make a presentation to the Board. Normally, individuals will be granted 3 minutes each for public comment. Individuals who utilize a translator will be given twice the allotted time to a member of the public to ensure that non-English speakers receive the same opportunity to directly address the Board. If the Board makes available simultaneous translation equipment in a manner that allows the Board to hear the translated public testimony simultaneously, this additional time allotment does not apply.

**Limits on public comment:** The Chairperson may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded. Any person who addresses the Board shall not make personal impertinent, slanderous or profane remarks to any Board member, staff or the general public. Any person who makes such remarks, or who utters loud, threatening, personal or abusive language, or engages in any other disorderly conduct that disrupts, disturbs or otherwise impedes the orderly conduct of any Board meeting shall, at the discretion of the President of the Board or a Board majority, be barred from the audience before the Board during that meeting.

In the event that any meeting is willfully interrupted by a group(s) of persons so as to render the orderly conduct of such meeting unfeasible, and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Board may order the meeting room cleared and continue the session. Only matters appearing on the agenda may be considered in such a session. Representatives of the press or other media, if not participating in the disturbance, shall be allowed to attend any such session.

Citizens desiring Board action on an item are required to seek placement of the issue on the Board agenda in accordance with policy rather than presenting the matter during general public comment. This will facilitate discussion and expedite resolution.

**Time for public comment:** All general public comment shall be heard immediately after the meeting is called to order, comments concerning all agenda matters shall be heard after the formal discussion of the agenda topic by the Board and before action is taken. |

**Recording and/or broadcasting of meeting:** Persons attending an open meeting have the right to record or broadcast the proceedings with an audio or video tape recorder or a still or motion picture camera unless the Board reasonably finds that the recording or broadcast cannot continue without noise, illumination or obstruction of view that constitutes, or would constitute, a persistent disruption of the proceedings.

### C. Board Members at Meetings

**Board discussion:** For regular and special meetings, no action or discussion shall be taken on any item not appearing on the posted agenda. At a regular meeting, however, Board members or staff may briefly respond to statements made or questions posed by persons during public



comment. At regular meetings, a Board member may, on his/her own initiative or in response to a question posed by the public, ask a question for clarification, make a brief announcement or make a brief report on his/her own activities. Additionally, a Board member may provide a reference to staff or other resources for factual information, request staff to report back to the Board at a subsequent meeting concerning any matter or take action to direct staff to place a matter of business on a future agenda.

**Certain discussions prevented in special meetings and required announcements in regular meetings:** The Board may not discuss in any special meetings the salaries, salary schedules or compensation paid in the form of fringe benefits of the Director (or other identified head of the School). This limitation, however, does not apply to the Board calling a special meeting to discuss the School’s budget. Prior to taking final action, the Board shall orally report a summary of a recommendation for a final action on the salaries, salary schedules or compensation paid in the form of fringe benefits of the School’s Director during the open regular meeting in which the final action is to be taken.

**Exceptions in regular meetings:** In regular meetings, the Board may take action on items of business not appearing on the posted agenda if any of the following conditions apply: 1) A majority of the Board determines that an emergency situation exists (as defined by Govt. Code section 54956.5); 2) A determination by a two-thirds vote of the Board members present at the meeting, or if less than two-thirds are present, a unanimous vote of those Board members present, that there is a need to take immediate action and that the need for action came to the attention of the Board after the agenda was posted; or 3) The item was properly posted for a prior meeting occurring not more than five calendar days prior to the date action is taken on the item, and at the prior meeting, the item was continued to the meeting at which action is being taken. If items are discussed under these conditions, the President of the Board shall publicly identify the item(s).

**Closed session:** Prior to holding any closed session, the Board shall disclose, in an open meeting, the item(s) to be discussed in the closed session. The disclosure may take the form of a reference to the item(s) as they are listed by number or letter on the agenda. In the closed session, the Board may consider only those matters covered in its statement.

After any closed session, the Board shall reconvene into open session prior to adjournment and make a report of any action taken in closed session and the vote or abstention of every Board member present thereon in accordance with Government Code section 54957.1

#### **D. Minutes of Board Meetings**

**Open session meetings:** The minutes of open session meetings of the Board shall record all motions, show the names of Board members making and seconding motions and state the vote upon the motion, including the vote or abstention of every Board member present. In the event that Board members are participating via teleconferencing, all votes during the meeting shall be by roll call and will be reflected in the minutes. The open session minutes shall also record all

resolutions, the recommendations of the administration and the substance of the Board's discussion or the substance of statements pertinent to Board's business made by members of the staff or public. The minutes shall follow the generally accepted pattern in form.

The original copy of the open session minutes shall be signed by the Secretary of the Board and approved by the Clerk. Original minutes shall be bound in chronological order, volumed by fiscal year and paged consecutively.

**Closed session meetings:** Minutes are not kept for closed session meetings.

**Minutes for Emergency Meetings:** Any time an emergency meeting is held, the minutes must provide a list of persons who were notified or attempted to be notified, a copy of the roll call vote, and any actions taken at the meeting. The minutes will be posted for a minimum of 10 days in a public place as soon after the meeting as possible.

**Storing the minutes:** The official minutes of the Board (for open and closed sessions) shall be kept in fireproof storage. The following documents shall be bound with the official minutes and referred to in the text of the minutes to which they apply:

- Original copies of all resolutions unless required by other agencies, in which case photocopies of the originals may be substituted;
- Original copy of all budget transfers;
- Copies of any document determined by the Board to be attached to the official minutes; and
- Other documents which, in the opinion of the Secretary, are necessary to fully substantiate or record Board action.

In addition to the official minutes, an additional copy of all minutes and attached documents shall be maintained in the office of the Secretary of the Board. This set of minutes shall be bound, indexed by those categories detailed above and by subject.

## **VI. Quorum Requirements**

A majority of the voting members of the Board shall constitute a quorum of the Board, which is necessary for the Board to transact business. All motions, in order to pass, need positive action by at least a majority of the full Board. No act of the Board is valid or binding unless a majority of all members concur therein.

Should there be less than a majority of the Board present at any meeting, the meeting shall be adjourned.

## **VII. Continuances and Adjournment**

### **A. Continuances**

Items appearing on agendas for regular meeting may be continued to another meeting, to be held within 5 calendar days from the date of the originally posted meeting, without triggering the requirement that the agenda item be re-posted with the requisite notice.

If the Board is holding, has noticed or ordered a hearing, at any meeting, the Board may, by order or notice, continue or recontinue to any subsequent meeting of the Board in the same manner and to the same extent that a meeting may be adjourned (see below). If the hearing is continued to a time less than 24 hours after the time specified in the order or notice of hearing, a copy of the order or notice of continuance of hearing shall be conspicuously posted on or near the door immediately following the meeting at which the continuation was adopted or made.

### **B. Adjournment**

The Board may adjourn any regular or special meeting to a time and place specified in an order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular meeting, the Board Secretary may declare the meeting adjourned to a stated time and place and he/she shall cause a written notice of adjournment to be given in the same manner as provided for special meetings, unless such notice is waived for special meetings. A copy of the notice of adjournment shall be conspicuously posted on or near the door of the place where the regular or special meeting was held within 24 hours after the time of adjournment. When a regular meeting is adjourned, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings.

## **VIII. Board Meetings When Operating During Proclaimed State of Emergency**

The Board may modify its operations to hold meetings remotely when there is a proclaimed state of emergency and when one of the following applies: 1) state or local officials have imposed or recommended measures to promote social distancing; or 2) the Board holds a meeting for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or 3) the Board holds a meeting and has determined, by a majority vote, that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees.

When the Board holds a meeting under these findings, it shall do the following:

- A) Give notice of the meeting and post the agenda as normally required by the Brown Act.

- B) The agenda shall identify and include an opportunity for all persons to attend via call-in option or an internet-based service option. There will be no requirement to provide a physical location from which the public may attend or comment.
- C) The Board will conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the Board.
- D) In the event of a disruption that prevents the Board from broadcasting the meeting to members of the public using the call-in option or internet-based service option, or in the event of a disruption within the School's control that prevents members of the public from offering public comments using the call-in option or internet-based service option, the Board will not take further action on items appearing on the agenda until public access to the meeting via call-in option or internet-based service option is restored.
- E) The Board will provide an opportunity for the public to address the Board and offer comment in real time.
- F) Public comment shall not close for each agenda item, or the opportunity to register for public comment if applicable, until the timed public comment period for each agenda item has elapsed.
- G) The Board will allow a reasonable amount of time per agenda item to allow public members the opportunity to provide public comment, or otherwise be recognized for the purpose of providing public comment.
- H) Public comment shall not close until the timed general public comment period has elapsed.

Adopted: 2/21/23

Amended:

### BOARD DUTIES AND RESPONSIBILITIES; DELEGATION OF POWER

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board of Directors and the School Director work together as a governance team in operating **Sonoma Charter School**. The governance team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively. In consideration of these guiding principles, the following policy identifies the role of the Board and the role of the Director.

#### **Role of the Governing Board**

##### **Vision and/or Strategic Plan:**

- The Board drafts, modifies and approves the School Mission and periodically reevaluates the School Mission;
- The Director and Board may develop a Strategic Plan that covers one, three, or five year spans.
- The Board adopts policies to successfully implement the School Mission and Strategic Plans.
- The Board oversees the School Director to ensure that the School Mission and Strategic Plans are reflected in the day to day operations of the school, including ensuring that the curriculum aligns with the School Mission.

##### **Academic Performance Monitoring:**

- The Board, or a committee thereof, annually reviews student performance based on state- and federally-mandated assessments and sets goals for student achievement;
- The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- The Board reviews and adopts academic policies to achieve the student achievement goals;
- The Board approves all academic performance reports to all federal, state and local agencies as required by law;
- The Board approves the Local Control Accountability Plan and annually reviews, updates and approves it.

##### **Staffing and Personnel:**

- The Board reviews and approves personnel policies and any amendments thereto;
- The Director hires and terminates all personnel and notifies the Board.
- The Board hires, evaluates, and terminates the employment of the School Director.
- The Board establishes performance goals for the School Director and communicates the goals to the School Director;
- The Board annually reviews the School Director's performance;
- The Board annually reviews the School Director's employment contract, and reevaluates it yearly;
- The Board establishes and annually reviews the School Director succession and recruitment plans;
- The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws;

#### **Parent, Student and Community Relations**

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board, or a committee thereof, hears and decides student suspension appeals, if applicable;
- The Board reviews and approves any student and parent policies and any proposed amendments thereto;
- As needed, the Board communicates with the media and community at large consistent with the School's Mission and Vision;

#### **Finance and Budget**

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;
- The Board reviews and approves the school's annual academic calendar and class schedule;
- The Director and/or Business Official solicits and selects the school's independent financial auditor with Board approval oversees the auditor's work, and receives the auditor's report(s);

- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;
- The Board, or a committee thereof, reviews and approves the audit report;
- The Board monitors the responses to the audit report and implementation thereof.

### **Facilities**

- The Board enters into financing and building contracts;
- The Board approves construction and remodeling of facilities;
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- The Board, or a committee thereof, makes recommendations on facilities needs and policies.

### **Board Internal Business**

- The Board drafts, reviews and approves board policies and amendments thereto;
- The Board recruits prospective Board members;
- The Board orients new Board members;
- The Board, as needed, provides training to its members;
- The Board develops and yearly implements a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

### **Charter Performance and Renewal**

- The Board annually reviews the school performance reports;
- The Board, as needed, reviews charter school renewal proposals and reports.

### **Delegation of Power to the School Director**

The Board delegates the following powers to the Director, or his/her delegate:

#### **Vision and Strategic Plan:**

- The School Director provides input to the Board when it drafts, modifies and approves the School Mission and in each time it reevaluates the School Mission;

- The School Director drafts and submits to the Board the School’s one-, three-, or five-year Strategic Plans, if developed or different from the Local Control and Accountability Plan;
- The School Director implements the Board-adopted policies to implement the School Mission and Strategic Plans/LCAP, by among other things adopting appropriate procedures and training staff on the policies and procedures.

**Academic Performance Monitoring:**

- The School Director creates a report reflecting student performance based on state- and federally-mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student achievement on national assessments. The School Director implements the goals for student achievement on such assessments;
- The School Director quarterly creates a report reflecting student performance based on school level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and provides input to the Board when setting goals for student assessment on school level assessments. The School Director implements the goals for student achievement on school level assessments;
- The School Director implements Board adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- The School Director creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- The School Director consults with teachers, other administrators, other school personnel, parents and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan, which is approved by the Board annually;
- The School Director develops the school calendar and class schedule and provides them to the Board for approval.

**Staffing and Personnel:**

- The School Director drafts all personnel policies and presents them to the Board for review and approval. The School Director also recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval;
- The School Director hires and terminates all school personnel other than the Director and presents those actions to the Board, for final approval. The School Director is responsible for all recruitment activities associated with the hiring of school personnel;



- The School Director recommends the salaries for all School personnel in compliance with any applicable state laws to the Board for final approval;
- The School Director ensures that all school personnel are evaluated on a yearly or bi-annual basis and creates the process for such evaluation;
- The School Director implements all personnel policies, including the school's internal complaint procedures.

### **Parent, Student and Community Relations**

- The School Director implements the policies and procedures adopted for student expulsion and recommends student expulsions to the Board, upon completion of the school-level procedures.
- The School Director follows the policies and procedures adopted for student suspensions and refers any student appeals to the Board to hear and decide such appeals;
- The School Director drafts, and subsequently implements the Board adopted student and parent policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director drafts amendments to the student and parent policies, and presents them to the Board for approval;
- At the request of the Board, the School Director communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision;

### **Finance and Budget**

- The School Director and/or Business Official drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures. The School Director and/or Business Official drafts amendments to the fiscal policies, and presents them to the Board for approval;
- The School Director drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;
- The School Director drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;
- The School Director implements the responses to the audit report as instructed by the Board.

### **Facilities**

- The School Director conducts school site needs assessments at the direction of the Board;

- The School Director conducts capital campaigns as needed;
- The School Director implements any facilities policies.

### **Charter Performance and Renewal**

- The School Director annually drafts any required school performance reports for Board review;
- The School Director, as needed, drafts charter school renewal proposals and reports.

Adopted: 3/21/2023

Amended:

BOARD OPERATIONSRoberts Rules of Order

Absent a policy to the contrary, the business of the Board of Directors (the “Board”) of **Sonoma Charter School** (the “School”) at its meetings will be conducted in accordance with the specifications of its adopted rules of conduct, which may be modeled after Roberts Rules of Order. Any member may rise to a point of order under these rules, which action shall take precedence over all other business before the Board.

Polling of Board of Trustees

Voting on resolutions shall be by majority vote. The minutes shall record the person making the motion, the person seconding it, and the results of a vote, including the names of the trustees voting for and against the motion or abstaining, as well as Board members who are absent. Secret ballots and proxies are prohibited.

Board Member Compensation and Reimbursement of Actual and Necessary Expenses

Board members shall serve without compensation. Board members may, however, be reimbursed for actual and necessary expenses related to school business in accordance with the school’s fiscal policies and budget.

Appointment of Board Committees

Consistent with the charter, bylaws, and any other applicable provisions of contract or law, the Board may appoint committees for any purpose deemed appropriate by the Board. The resolution establishing the committee shall clearly define the range of the committee’s responsibility and authority, and shall specify whether the committee shall be a standing or limited-term committee. In meeting and carrying out designated purposes, any such committee shall comply with any applicable legal or contractual requirements. Specifically, unless otherwise specified in Board by-laws, parent/teacher associations and/or parent committees shall be advisory only.

Board Election/Nomination Process

The Board shall carry out its election and nomination process consistent with the requirements of its charter and bylaws. Should the charter and bylaws not address any issue which may arise, the Board may adopt regulations which address such concerns. Should the Board wish to alter its election or nomination process, it must do so consistent with any requirements of its charter, unless the charter is revised and requirements in the bylaws.

### Board Member Resignations

Board members may submit a resignation at any time during their term but should give due consideration, as to the timing of the resignation, concerning the impact the resignation may have upon the Board. While a resignation must be acknowledged by the Board at the next regularly scheduled meeting following notice of the resignation, assuming it may be properly agendized, a Board member's resignation need not be accepted by the Board. The resignation becomes effective once brought to the attention of the Board.

### Board Member Removal From Office

A Board member may be removed from office by a majority vote of the Board following a motion made in open session for the removal of the Board member. A motion to remove a Board member may not be made in closed session, nor may a discussion about removal be had in closed session.

### Dispute Resolution with Granting Agency

Any dispute that may arise with the granting agency must be handled in strict accordance with the dispute resolution process outlined in the charter or any agreement entered into with the granting agency. Should the Board wish to amend the dispute resolution process it must amend the charter or other agreement in order to do so.

Adopted: 3/21/23

Amended:

CODE OF ETHICS FOR BOARD MEMBERS

As a member of the Board, I shall promote the best interests of the School as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

- I will be fair, just, and impartial in all my decisions and actions.
- I will accord others the respect I wish for myself.
- I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness In Stewardship

- I will be accountable to the public by representing School policies, programs, priorities, and progress accurately.
- I will be responsive to the community by seeking its involvement in School affairs and by communicating its priorities and concerns.
- I will work to ensure prudent and accountable use of School resources.
- I will make no personal promise or take private action that may compromise my performance or my responsibilities.

Honor In Conduct

- I will tell the truth.
- I will share my views while working for consensus.
- I will respect the majority decision as the decision of the Board.
- I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity Of Character

- I will refuse to surrender judgment to any individual or group at the expense of the School as a whole.

- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm the School if disclosed.

#### Commitment To Service

- I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will avoid personal involvement in activities the Board has delegated to the Director.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.

#### Student-Centered Focus

- I will be continuously guided by what is best for all students of the School.

Adopted: 3/21/23

Amended:

CONFLICTS OF INTEREST POLICY PURSUANT TO THE POLITICAL REFORM ACT OF 1974  
(GOVERNMENT CODE §§ 87100, ET SEQ.) AND GOVERNMENT CODE SECTION 1090

I. Adoption

The Governing Board hereby adopts this Conflict of Interest Policy (“Policy”), which shall apply to all governing board members, candidates for member of the board, and all other designated employees of the Sonoma Charter School (“School”).

II. Definitions

“Designated Persons” are officers and employees of the School and Board members who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest of that individual. The designated positions are listed in Appendix “A” attached to the School’s Conflict of Interest Code and incorporated herein by reference.

“Remote Interests in a Contract” are those interests identified in Government Code section 1091 and relate only to voting members on the Board of Directors and are referred to as “disqualifying interests” herein.

“Non-Interests in a Contract” are those interests identified in Government Code section 1091.5 and relate to directors, officers or employees of the School and are referred to as “disqualifying interests” herein. A copy of Government Code sections 1091 and 1091.5 are attached as Exhibit A to this policy.

III. Disclosure Statements

A. Statement of Economic Interest, Form 700

Each designated employee, including governing board members and candidates, shall file a Statement of Economic Interest, Form 700 (“Statement”) at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Person’s position is assigned in Appendix A of the School’s Conflict of Interest Code.

An investment, interest in real property or income shall be reportable if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or by participation in the decision by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in Appendix B of the School’s Conflict of Interest Code.

## Contents of Statements

**Initial Statements:** Initial Statements shall disclose any reportable investments, interests in business positions and real property held on the date of assuming office, and income received during the twelve (12) months prior to the effective date of the Code.

**Assuming Office Statements:** Assuming Office Statements shall disclose any reportable investments, interests in business positions and real property held on the date of assuming office, and income received during the 12 months before the date of assuming office or the date of being appointed or nominated.

**Annual Statements:** Annual Statements shall disclose reportable investments, interests in real property, and income and business positions held or received during the previous calendar year or since the date the designated employee took office if during the calendar year.

**Leaving Office Statement:** Leaving Office Statements shall disclose reportable investments, interests in real property, business positions held and income received at any time during the period between the closing date of the last statement required to be filed and the date of leaving office.

## Timing of Filings

An initial Statement shall be filed by each designated person within 30 days after the effective date of the Code. Thereafter, each new Designated Person shall file a Statement within 30 days after assuming office. Each Designated Person shall file an annual Statement by April 1. Every Designated Person who leaves office shall file a Statement within 30 days of leaving office.

## Statements Filed With the Charter School

All Statements shall be supplied by the Charter School on forms prescribed by the Fair Political Practices Commission. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the Charter School's code reviewing body (Sonoma County Office of Education).

## IV. Disqualification

**Designated Persons:** No Designated Person, or their spouses and dependent children, may be financially interested in any contract made by them in their official capacity. Board Members are presumed to have made contracts in which they, or their spouses and dependent children have a financial interest. A Designated Person may not make, participate in making, or in any way use or attempt to use his/her official position to influence any Charter School decision which he/she knows or has reason to know he or she has a disqualifying financial interest. A Designated Person has a "disqualifying financial interest" if the decision will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the Designated Person or a member of his or her immediate family. A Director that is also an



employee of the School must follow the recusal provisions outlined below for any matters uniquely affecting that member's employment. A Designated Person must follow recusal provisions outlined below with respect to Remote Interests in Contracts and Non-Interests in Contracts.

**Board Make-Up:** Not more than 49 percent of the persons serving on the Board of the Charter School may be Directors, or family members, that were compensated by the School for services rendered to it within the previous 12 months, whether as a full- or part-time employee, independent contractor or otherwise, excluding any reasonable reimbursement paid to a director as a director.

No Directors shall serve on the Board of the Charter School if that person has a current financial interest in any contract made by him or her in his or her official capacity on the board, except that an employee Director is not disqualified from serving as a member of the Board of Directors because of that employee's employment status with the School.

### **Manner of Disqualification**

**Persons with Remote Interests in Contracts and Non-Interests in Contracts:** When a Designated Person, other than a Board Member, determines that he/she should not make a decision because of a financial interest in a Contract, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Director, who shall record the employee's disqualification, and notify the Charter School Governing Board of the interest at its next meeting before the Governing Board discusses or votes on the item. In the case of the Charter School Director, this determination and disclosure shall be made in writing to the Governing Board.

Governing Board members shall orally disclose a Remote Interest, and in some instances a Non-Interest in a Contract, at the meeting during which consideration of the decision takes place. Employee Board members shall orally disclose an interest in any decision uniquely affecting that member's employment. This disclosure shall be made following the announcement of the agenda item, but before the discussion or vote commences. This disclosure shall be made part of the Board's official record. The disqualified Board member shall then refrain from participating in the decision in any way, but may remain seated if desired.

If the decision is made during a closed session, the member's disqualification may be made orally during the open session before the body goes into closed session and shall be limited to a declaration that his/her recusal is because of a conflict of interest under Government Code section 87100. The declaration shall be made part of the official public record. The member shall not be present when the decision is considered in closed session or knowingly obtain or review a recording or any other non-public information regarding the decision.

The following must be confirmed in the affirmative prior to the Board's acceptance of a contract or transaction with a Designated Person with respect to a Remote or Non-Interest in a

Contract:

- That the transaction is entered into for the benefit of the Charter School;
- That the transaction was fair and reasonable for the Charter School at the time it enters into the transaction;
- That after reasonable investigation under the circumstances, the Board determines, in good faith, that the Charter School could not have obtained a more advantageous arrangement with reasonable effort. Documentation of the results of the investigation shall be retained either in the Board minutes and/or in the school's financial files.

Disqualified Designated Persons shall not be counted toward achieving a quorum while the item is discussed.

Adopted: 3/21/23

Amended:

## APPENDIX A

### **Designated Persons**

“Designated Persons” are officers and employees of the School and Board members who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest of that individual. Following is a list of Sonoma Charter School Designated Persons:

School Board Members who are not Employees

School Director, Principal, and/or Interim Superintendent

Chief Business Official

## EXHIBIT A

### **Government Code § 1091. Remote interest of officer or member**

(a) An officer shall not be deemed to be interested in a contract entered into by a body or board of which the officer is a member within the meaning of this article if the officer has only a remote interest in the contract and if the fact of that interest is disclosed to the body or board of which the officer is a member and noted in its official records, and thereafter the body or board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote or votes of the officer or member with the remote interest.

(b) As used in this article, “remote interest” means any of the following:

(1) That of an officer or employee of a nonprofit entity exempt from taxation pursuant to Section 501(c)(3) of the Internal Revenue Code (26 U.S.C. Sec. 501(c)(3)) or a nonprofit corporation, except as provided in paragraph (8) of subdivision (a) of Section 1091.5.

(2) That of an employee or agent of the contracting party, if the contracting party has 10 or more other employees and if the officer was an employee or agent of that contracting party for at least three years prior to the officer initially accepting his or her office and the officer owns less than 3 percent of the shares of stock of the contracting party; and the employee or agent is not an officer or director of the contracting party and did not directly participate in formulating the bid of the contracting party.

For purposes of this paragraph, time of employment with the contracting party by the officer shall be counted in computing the three-year period specified in this paragraph even though the contracting party has been converted from one form of business organization to a different form of business organization within three years of the initial taking of office by the officer. Time of employment in that case shall be counted only if, after the transfer or change in organization, the real or ultimate ownership of the contracting party is the same or substantially similar to that

which existed before the transfer or change in organization. For purposes of this paragraph, stockholders, bondholders, partners, or other persons holding an interest in the contracting party are regarded as having the “real or ultimate ownership” of the contracting party.

(3) That of an employee or agent of the contracting party, if all of the following conditions are met:

(A) The agency of which the person is an officer is a local public agency located in a county with a population of less than 4,000,000.

(B) The contract is competitively bid and is not for personal services.

(C) The employee or agent is not in a primary management capacity with the contracting party, is not an officer or director of the contracting party, and holds no ownership interest in the contracting party.

(D) The contracting party has 10 or more other employees.

(E) The employee or agent did not directly participate in formulating the bid of the contracting party.

(F) The contracting party is the lowest responsible bidder.

(4) That of a parent in the earnings of his or her minor child for personal services.

(5) That of a landlord or tenant of the contracting party.

(6) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm that renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of 10 percent or more in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(7) That of a member of a nonprofit corporation formed under the Food and Agricultural Code or a nonprofit corporation formed under the Corporations Code for the sole purpose of engaging in the merchandising of agricultural products or the supplying of water.

(8) That of a supplier of goods or services when those goods or services have been supplied to the contracting party by the officer for at least five years prior to his or her election or appointment to office.

(9) That of a person subject to the provisions of Section 1090 in any contract or agreement entered into pursuant to the provisions of the California Land Conservation Act of 1965.

(10) Except as provided in subdivision (b) of Section 1091.5, that of a director of, or a person having an ownership interest of, 10 percent or more in a bank, bank holding company, or savings

and loan association with which a party to the contract has a relationship of borrower or depositor, debtor or creditor.

(11) That of an engineer, geologist, or architect employed by a consulting engineering or architectural firm. This paragraph applies only to an employee of a consulting firm who does not serve in a primary management capacity, and does not apply to an officer or director of a consulting firm.

(12) That of an elected officer otherwise subject to Section 1090, in any housing assistance payment contract entered into pursuant to Section 8 of the United States Housing Act of 1937 (42 U.S.C. Sec. 1437f) as amended, provided that the housing assistance payment contract was in existence before Section 1090 became applicable to the officer and will be renewed or extended only as to the existing tenant, or, in a jurisdiction in which the rental vacancy rate is less than 5 percent, as to new tenants in a unit previously under a Section 8 contract. This section applies to any person who became a public official on or after November 1, 1986.

(13) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity.

(14) That of a person owning less than 3 percent of the shares of a contracting party that is a for-profit corporation, provided that the ownership of the shares derived from the person's employment with that corporation.

(15) That of a party to litigation involving the body or board of which the officer is a member in connection with an agreement in which all of the following apply:

(A) The agreement is entered into as part of a settlement of litigation in which the body or board is represented by legal counsel.

(B) After a review of the merits of the agreement and other relevant facts and circumstances, a court of competent jurisdiction finds that the agreement serves the public interest.

(C) The interested member has recused himself or herself from all participation, direct or indirect, in the making of the agreement on behalf of the body or board.

(16) That of a person who is an officer or employee of an investor-owned utility that is regulated by the Public Utilities Commission with respect to a contract between the investor-owned utility and a state, county, district, judicial district, or city body or board of which the person is a member, if the contract requires the investor-owned utility to provide energy efficiency rebates or other type of program to encourage energy efficiency that benefits the public when all of the following apply:

(A) The contract is funded by utility consumers pursuant to regulations of the Public Utilities Commission.

(B) The contract provides no individual benefit to the person that is not also provided to the public, and the investor-owned utility receives no direct financial profit from the contract.

(C) The person has recused himself or herself from all participation in making the contract on behalf of the state, county, district, judicial district, or city body or board of which he or she is a member.

(D) The contract implements a program authorized by the Public Utilities Commission.

(c) This section is not applicable to any officer interested in a contract who influences or attempts to influence another member of the body or board of which he or she is a member to enter into the contract.

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

## **§ 1091.5. Interests not constituting an interest in a contract**

(a) An officer or employee shall not be deemed to be interested in a contract if his or her interest is any of the following:

(1) The ownership of less than 3 percent of the shares of a corporation for profit, provided that the total annual income to him or her from dividends, including the value of stock dividends, from the corporation does not exceed 5 percent of his or her total annual income, and any other payments made to him or her by the corporation do not exceed 5 percent of his or her total annual income.

(2) That of an officer in being reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(3) That of a recipient of public services generally provided by the public body or board of which he or she is a member, on the same terms and conditions as if he or she were not a member of the body or board.

(4) That of a landlord or tenant of the contracting party if the contracting party is the federal government or any federal department or agency, this state or an adjoining state, any department or agency of this state or an adjoining state, any county or city of this state or an adjoining state, or any public corporation or special, judicial, or other public district of this state or an adjoining state unless the subject matter of the contract is the property in which the officer or employee has the interest as landlord or tenant in which event his or her interest shall be deemed a remote interest within the meaning of, and subject to, the provisions of Section 1091.

(5) That of a tenant in a public housing authority created pursuant to Part 2 (commencing with Section 34200) of Division 24 of the Health and Safety Code in which he or she serves as a member of the board of commissioners of the authority or of a community development commission created pursuant to Part 1.7 (commencing with Section 34100) of Division 24 of the Health and Safety Code.

(6) That of a spouse of an officer or employee of a public agency in his or her spouse's employment or office holding if his or her spouse's employment or office holding has existed for at least one year prior to his or her election or appointment.

(7) That of a nonsalaried member of a nonprofit corporation, provided that this interest is disclosed to the body or board at the time of the first consideration of the contract, and provided further that this interest is noted in its official records.

(8) That of a noncompensated officer of a nonprofit, tax-exempt corporation, which, as one of its primary purposes, supports the functions of the body or board or to which the body or board has a legal obligation to give particular consideration, and provided further that this interest is noted in its official records.

For purposes of this paragraph, an officer is “noncompensated” even though he or she receives reimbursement from the nonprofit, tax-exempt corporation for necessary travel and other actual expenses incurred in performing the duties of his or her office.

(9) That of a person receiving salary, per diem, or reimbursement for expenses from a government entity, unless the contract directly involves the department of the government entity that employs the officer or employee, provided that the interest is disclosed to the body or board at the time of consideration of the contract, and provided further that the interest is noted in its official record.

(10) That of an attorney of the contracting party or that of an owner, officer, employee, or agent of a firm which renders, or has rendered, service to the contracting party in the capacity of stockbroker, insurance agent, insurance broker, real estate agent, or real estate broker, if these individuals have not received and will not receive remuneration, consideration, or a commission as a result of the contract and if these individuals have an ownership interest of less than 10 percent in the law practice or firm, stock brokerage firm, insurance firm, or real estate firm.

(11) Except as provided in subdivision (b), that of an officer or employee of, or a person having less than a 10-percent ownership interest in, a bank, bank holding company, or savings and loan association with which a party to the contract has a relationship of borrower, depositor, debtor, or creditor.

(12) That of (A) a bona fide nonprofit, tax-exempt corporation having among its primary purposes the conservation, preservation, or restoration of park and natural lands or historical resources for public benefit, which corporation enters into an agreement with a public agency to provide services related to park and natural lands or historical resources and which services are found by the public agency, prior to entering into the agreement or as part of the agreement, to be necessary to the public interest to plan for, acquire, protect, conserve, improve, or restore park and natural lands or historical resources for public purposes and (B) any officer, director, or employee acting pursuant to the agreement on behalf of the nonprofit corporation. For purposes of this paragraph, “agreement” includes contracts and grants, and “park,” “natural lands,” and “historical resources” shall have the meanings set forth in subdivisions (d), (g), and (i) of Section 5902 of the Public Resources Code. Services to be provided to the public agency may include those studies and related services, acquisitions of property and property interests, and any activities related to those studies and acquisitions necessary for the conservation, preservation, improvement, or restoration of park and natural lands or historical resources.

(13) That of an officer, employee, or member of the Board of Directors of the California Housing Finance Agency with respect to a loan product or programs if the officer, employee, or member participated in the planning, discussions, development, or approval of the loan product or program and both of the following two conditions exist:

(A) The loan product or program is or may be originated by any lender approved by the agency.

(B) The loan product or program is generally available to qualifying borrowers on terms and conditions that are substantially the same for all qualifying borrowers at the time the loan is made.



(b) An officer or employee shall not be deemed to be interested in a contract made pursuant to competitive bidding under a procedure established by law if his or her sole interest is that of an officer, director, or employee of a bank or savings and loan association with which a party to the contract has the relationship of borrower or depositor, debtor or creditor.

DISSOLUTION OF THE SCHOOL

**School Closure:** If the School's charter is revoked, not renewed or the School's governing board passes a resolution closing the charter school, the following closure procedures will be implemented, consistent with the charter.

**Designated Entity to Conduct Closure Activities:** The Sonoma Charter School (a 501(c)(3) corporation) will be the entity responsible for conducting closure related activities.

**Closure Notice:** The Sonoma Charter School shall send a notice to the following entities/individuals:

- Parents/guardians of charter school pupils
- The entity that granted the charter
- The county office of education
- The special education local plan area in which the school participates
- The retirement systems in which the school's employees participate (e.g., PERS, STRS, federal social security)
- California Department of Education

The notice to the above entities will contain the following information:

- The effective date of the school closure
- The name(s) of and contact information for persons to whom reasonable inquiries may be made regarding the closure
- The manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses.

**Other Closure Activities:**

- The School will provide a list of pupils in each grade level and the classes they have completed, together with information on the pupil's district of residence, to the Sonoma Charter School.

- The School will transfer and maintain all pupil records, all state assessment results and any special education records to the custody of the Sonoma Charter School except for records and/or assessment results that the charter may require to be transferred to a different entity.
- The School will transfer and the Sonoma Charter School will maintain personnel records in accordance with applicable law.
- The Sonoma Charter School will ensure the completion of an independent final audit within six months after the closure of the School. This audit may function as the annual audit required by the Charter Schools Act. The audit must include, at a minimum, the following:
  - An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value;
  - An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation;
  - An assessment of the disposition of any restricted funds received by or due to the charter school.
- The Sonoma Charter School shall dispose of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:
  - The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports;
  - The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- The Sonoma Charter School will complete and file any annual reports required by Education Code section 47604.33.

***Paying for Closure Activities:*** The Sonoma Charter School will pay for the closure activities with reserve funds.

Adopted: 2/13/23

Amended:

# SONOMA CHARTER SCHOOL

## FISCAL POLICIES

- A. Budget Development and Oversight Calendar and Responsibilities
- B. Controls, Budget, and Fiscal Management
- C. Negotiating Funding Entitlements
- D. Required Budget and Other Fiscal Reports
- E. Property and Liability Insurance
- F. Board Compensation
- G. Authority to Enter Into Contracts
- H. Fundraising, Grant Solicitation, and Donation Recognition

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### BUDGET POLICIES

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FISCAL POLICIES

A. Budget Development and Oversight Calendar and Responsibilities

The Sonoma Charter School will develop and monitor its budget in accord with the annual budget development and monitoring calendar as specified below.

*January – February*

- The Board works with the Director and Business Official to review Governor’s proposed state budget for the upcoming fiscal year, and identify the likely range of revenues for the school’s upcoming fiscal year (July 1-June 30).
- Develop rough planning budget for upcoming fiscal year, including projected enrollment and any proposed staffing changes.
- Develop three-year budget projection in accord with the school’s established strategic and growth plans.
- Ongoing monitoring and revision of current year budget.

*March – April*

- The Director and Business Official, working in conjunction with staff and Board members prepares a formal budget plan for upcoming fiscal year. The plan is reviewed by the Board.
- Ongoing monitoring and revision of current year budget.
- The Director and/or Business Official solicits bids for the annual audit and selects an auditor.

*May – June*

- Director and/or Business Official review revenue projections subsequent to the Governor’s annual “May Revise” budget figures, fine-tunes the upcoming fiscal year budget to accommodate any changes. This budget will include monthly cash flow projections. The proposed budget for the upcoming fiscal year is forwarded to the Board.
- The Board reviews and formally adopts a budget for upcoming fiscal year before June 15. A copy of the final budget is provided to the charter-granting agency.
- Ongoing monitoring and revision of current year budget.

### *July – August*

- Books for prior fiscal year are closed, all transactions are posted, and records assembled for audit.
- Budget is reviewed subsequent to the adoption of the state Budget Act and necessary adjustments are made. A copy of the revised final budget is provided to the charter-granting agency.
- Independent auditor performs audit of the just-closed fiscal year and prepares audit report for submission to the Audit Committee.

### *September – December*

- At the end of the first full week of school, the Director and Business Official review the Charter School's actual attendance figures and notifies the Board if actual attendance is below budget projections. If needed, the school's budget is again revised to match likely revenues.
- The Board reviews a copy of the audit. Director and Business Official address any audit exceptions or adverse findings. Audit report and any follow-up plans are submitted to charter-granting agency.
- The Director and Business Official reviews current year actual versus budgeted revenues and expenditures after the second and fifth months of the school year and reports to the Board. The Board approves any needed changes to the annual budget.
- Ongoing monitoring and revision of current year budget.

### **B. Controls, Budget, and Fiscal Management**

The Sonoma Charter School will maintain in effect the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accord with amounts specified in the board-adopted budget, (2) the school's funds are managed and held in a manner that provides a high degree of protection of the school's assets, and (3) all transactions are recorded and documented in an appropriate manner.

### ***Segregation of Duties***

The Sonoma Charter School will develop and maintain simple check request and purchase order forms to document the authorization of all non-payroll expenditures. All proposed expenditures must be approved by the Director or Business Official who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All check requests and purchase orders over \$250 must be co-signed by the Director and

countersigned by another authorized signer to ensure separation of expenditure authorization and check signing functions.

All transactions will be posted in an electronic general ledger. The transactions will be posted on the ledger by someone at the School site or a contracted bookkeeper. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests for purchase orders.

### ***Budget Transfers***

The Director or Business Official may transfer up to \$5,000 from one unrestricted budget item to another without board approval, but shall notify the Board of the transfer at the next regularly scheduled meeting.

### ***Banking Arrangements***

The Sonoma Charter School will maintain its accounts either in the County Treasury or at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments or in the County's Pooled Money Investment Fund. If funds are held in accounts outside of the County Treasury, the Board must appoint and approve all individuals authorized to sign checks or warrants in accord with these policies and all checks over \$500 must be signed by two authorized signatories.

The School's bookkeeper will reconcile the school's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Director and Business Official will regularly review these statements. The School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed \$100, may be established with an appropriate ledger to be reconciled twice monthly by the school site secretary, who shall not be authorized to expend petty cash.

All funds received shall be deposited or transferred into the school's accounts at the earliest possible convenience and in no event later than 48 hours after receipt.

### ***Purchasing Procedures***

All purchases over \$250 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Director or Business Official shall not approve purchase orders or check requests lacking such documentation. All purchases in excess of \$10,000 must be bid by a board-approved process, except in the case of emergencies that necessitate the purchase of emergency response supplies, equipment, or services.

### ***Record Keeping***

Transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by school staff in a secure location for at least three years, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

### ***Property Inventory***

The Director shall establish and maintain an inventory of all non-consumable goods and equipment worth over \$500. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the school's assets. This property will be inventoried on an annual basis and lists of any missing property shall be presented to the Board.

All non-consumable school property lent to students shall be returned to the school no later than 5 working days after end of the school year.

Any excess or surplus property owned by the school may be sold or auctioned by the Director or Business Official provided the Director engages in due diligence to maximize the value of the sale or auction to the school. The sale or auction of property owned by the school with a fair market value in excess of \$2000 shall be approved in advance by the Board.

### ***Payroll Services***

The Sonoma Charter School will contract with the County Office of Education or a reputable, bonded, and insured payroll contractor to prepare payroll checks, tax and retirement withholdings, tax statements, and to perform other payroll support functions. The Director will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Director and Business Official will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks.

Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement date, and an accounting of the use of sick leave.

### ***Attendance Accounting***

The Director will establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance at the School and engaged in the activities required of them by the School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with the Charter Schools Act and the applicable California Administrative Code sections defining Charter School Average Daily Attendance. Therefore:



- ADA will be computed by dividing the actual number of days of student attendance by the number of calendar days of instruction by the School.
- The School's instructional calendar will include at least 175 days of instruction to avoid the fiscal penalty for providing fewer than 175 days of instruction as provided by the Administrative Code regulation. The calendar must also document that the school offers an amount of annual minutes of instruction as required pursuant to applicable law.
- Independent study must be pre-arranged by the student's adult guardian and the School and that the adult guardian will be required to complete and submit documentation of engagement in instructional activity to the school on forms prepared by the school. As applicable, such study shall be in full compliance with law governing independent study.

### ***Annual Financial Audit***

The Board will annually appoint an audit committee by October 1. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and (3) an audit of the school's internal controls practices. If the school receives over \$300,000 from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The Audit shall be completed, reviewed by the Board, and submitted to the charter-granting agency, the County Office of Education, the Office of the State Controller, and California Department of Education prior to December 15 of each year.

#### **C. Negotiating Funding Entitlements**

The Director and Business Official shall prepare a set of negotiating principles for Board approval prior to engaging in negotiations over funding entitlements with the charter granting agency and state. The Director and Business Official will take lead responsibility for negotiating all revenue arrangements with the charter granting agency and appropriate state education agency staff. These arrangements will be documented in appropriate and detailed Memoranda of Understanding for approval by the Board.

#### **D. Required Budget and Other Fiscal Reports**

The Director, working in conjunction with the Business Official and bookkeeper, will produce and submit to the charter granting agency any and all required fiscal reports as may be required by state or federal law, or mandated by the terms of the school's charter. These include, but are not limited to, attendance reports, enrollment and other data reports required by the California Basic Education Data System, and other related data.

E. Property and Liability Insurance

The Director shall ensure that the school retains appropriate property and liability insurance coverage. Property insurance shall be obtained and address business interruption and casualty needs, including flood, fire, earthquake, and other hazards with replacement cost coverage for all assets listed in the school's Property Inventory and consumables. Premises and Board errors and omissions liability insurance shall also be obtained and kept in force at all times on a "claims made" form with a self insured retention of no more than \$50,000 per occurrence and limit of no less than \$5 million per occurrence.

F. Board Compensation

Board members shall serve without compensation, but may be reimbursed for actual and necessary expenses. Expenses for travel necessary to attending board meetings and meetings of board committees need not be approved in advance by the board. All other expenses shall be approved in advance by the board. Travel expenses reimbursed shall not exceed levels that would be subject to federal or state income tax. All expenses reimbursed shall be documented by receipts and in no event may reimbursements exceed actual expenses.

G. Authority to Enter Into Contracts and Agreements

Except as otherwise provided in these policies, the Director and/or Business Official may enter into contracts and agreements not to exceed \$5000 without Board approval, provided funds sufficient for the contract or agreement are authorized and available within the school's board-adopted budget. Contracts and agreements in excess of \$5000 must be submitted for board approval and may be executed by the Director or other person specifically designated by the Board after the Board has duly approved the contract or agreement.

H. Fundraising, Grant Solicitation, and Donation Recognition

All fundraising or grant solicitation activities on behalf of the school must be approved in advance by the Director. The Director shall be informed of any conditions, restrictions, or compliance requirements associated with the receipt of such funds, including grants or categorical programs sponsored by the state or federal government. The Board shall be notified no later than the next regular board meeting of the award or receipt of any funds and shall approve the receipt of any grants, donations, or receipts of fundraising proceeds prior to their deposit in the school's accounts.

Adopted: 3/21/2022

Amended:

HARASSMENT, DISCRIMINATION, INTIMIDATION AND BULLYING PREVENTION POLICY  
Compliant with the Safe Place to Learn Act

It is the policy of Sonoma Charter School to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Sonoma Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

## Definitions

**Discrimination:** Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

**Harassment:** Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior such as insulting, teasing, mocking, name calling, degrading or ridiculing another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet

Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

**Sexual Harassment:** Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and

includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

**Intimidation:** Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

**Bullying:** Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that is likely to cause serious bodily injury or personal

degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. Hazing does not include athletic events or school-sanctioned events.

- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a “Burn Page,” an impersonation of another student, and a false profile.
- Cyber sexual bullying involves dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more effects described in (1) – (4) above. A photograph or other visual recording shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording or other electronic act.
- Social media bullying involves bullying through forums for social media, such as internet websites with free registration and ease of registration, internet websites offering peer-to-peer instant messaging (such as Snapchat, Tox, FireChat, Orbit, Bleep), internet websites offering comment forums (such as FaceBook, Twitter, Reddit) and internet websites offering image or video posting platforms (such as YouTube, Instagram, Twitch, Imgur).

**Retaliation:** Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

### Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The Director of the School

Complaints may be submitted to the Director by any of the following methods:

- By phone at 707-935-4232
- By email at [scsoffice@scs.k12.ca.us](mailto:scsoffice@scs.k12.ca.us)

- By mail at Director, Sonoma Charter School, 17202 Sonoma Hwy., Sonoma, CA 95476

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Director, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

### Investigation and Disposition of Complaints

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Director and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Director and/or Board of Directors will take prompt and appropriate redial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. **Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.**

Every complaint will trigger the creation of an investigatory file. The investigatory file will consist of the initial complaint, the final investigative report, including a record of the remedial action to be taken, if any, and all documents created, used or reviewed during the investigation.

At the conclusion of the investigation, the Director shall notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors

will provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the student does not agree with the final determination of the Board of Directors, the student may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

### **Parental Notification:**

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

### **Sexual Harassment Poster**

The School shall create a poster that notifies pupils of the applicable written policy on sexual harassment. The poster shall display, at a minimum, all of the following: 1) The rules and procedures for reporting a charge of sexual harassment; 2) The name, phone number and email address of an appropriate school official to contact to report a charge of sexual harassment; 3) The rights of the reporting pupil, the complainant, and the respondent and the responsibilities of the School in accordance with the School's written policy on sexual harassment.

This poster will be prominently and conspicuously displayed in each bathroom and locker room at the schoolsite. It may be prominently and conspicuously displayed in public areas at the schoolsite that are accessible to, and commonly frequented by students, including, but not limited to classrooms, classroom hallways, gymnasiums, auditoriums and cafeterias. The governing board of the School shall have full discretion to select the appropriate public areas to display the poster at the schoolsite.

### **Posting**

This policy shall be posted on the School's internet website in a manner that is easily accessible to parents/guardians/students.

Adopted: 2/21/2023

Amended:



### MATH PLACEMENT POLICY

Sonoma Charter School recognizes the importance of each student's achievement in all subject areas, including mathematics as critical for college and career readiness. This policy is in place to adopt a fair, objective, and transparent mathematics placement policy and protocol for pupils entering Grade 9, and for all learners in all subgroups taking multiple objective academic measures of pupil performance into consideration.

Therefore, in accordance with the California Mathematics Placement Act of 2015, this Governing Board directs staff to create, implement, and monitor a mathematics placement protocol for pupils entering grade nine that includes the following objective elements when considering student placement:

- Multiple objective academic measures of pupil performance;
- Interim and summative assessments that are aligned to state-adopted content standards in mathematics;
- At least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress
- Annual examination of pupil placement data;
- Clear and timely recourse for questions regarding pupil placement;
- Regular evaluation of students' progress.

The School Director shall implement a procedure, including clear and timely recourse, whereby each pupil and his or her parent or legal guardian may question their placement in a mathematics class.

School staff shall annually review aggregate schoolwide data on math placement and compare placements schoolwide with placements of students in various racial/ethnic, gender, and socioeconomic (e.g., free/reduced meal-eligible) subgroups to ensure that pupils who are qualified to progress in mathematics courses are not held back in a disproportionate manner. The staff shall report on the aggregate results of this review to the Board.

#### Limitation on Use of Subjective Placement Measures

Subjective measures, such as placement recommendations, may not be considered in determining 9th grade mathematics placement. However, recognizing that facilitators and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

Assessment protocol shall be reported to the Board on an annual basis and before any changes in assessment protocol or assessment software are implemented.

CURRICULUM & INSTRUCTION – MATH PLACEMENT POLICY

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This policy will appear on the school’s website and be included in the student/family handbook.

This policy is in compliance with California Education Code 51224.7

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160SB359](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB359)

Adopted: 2/21/23

Amended:

FEDERAL LAW COMPLIANT PARENT AND FAMILY ENGAGEMENT POLICY**I. Introduction**

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Sonoma Charter School** (the "LEA") has adopted this parent and family engagement policy in order to promote learning and provide a more positive learning experience for the students of its schools.<sup>1</sup> This policy has also been incorporated into the LEA's plan developed pursuant to federal law, and submitted to the California Department of Education with the LEA's Consolidated Application.

**II. Involvement in Drafting the LEA Plan**

Parents and family members of participating children will be involved in the development of the LEA plan required by federal law. On an annual basis, the LEA will submit the LEA plan to the Charter Community Connection, English Learner Advisory Council, and Padres de los Familias for review and suggested changes before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA plan when it is submitted to the CDE.

**III. Coordination, Technical Assistance, and Other Support**

The LEA will provide the coordination, technical assistance and other support necessary to assist in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance in the following ways:

- The LEA will distribute the funds reserved pursuant to federal law (20 U.S.C. § 6318(a)(3)(A)) for parent involvement activities;
- The LEA (board and school leaders) will collaborate with parent groups to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.

**IV. Annual Meeting**

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold an additional meeting to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

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<sup>1</sup> Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

## V. Notice

Within 30 days of the beginning of school, the School will send a notice to all parents containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs; [
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy and Title I program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent and Family Engagement Policy and a feedback form for parents to comment on its content.
- In addition to mailing this notice to parents of participating children, the School will post the information on its website.

## VI. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy and, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct Family Learning Nights each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy and **[if applicable]** the schoolwide program plan. These meetings will be held at flexible times.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within 2 weeks. [This section is required by 20 U.S.C. § 6318(c)(4)(C).]
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA. **[Note: For those schools with a schoolwide plan under section 6314, this section is required by 20 U.S.C. § 6318(c)(5).]**

## **VII. Building Capacity for Involvement**

### **A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement**

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding the challenging State academic standards, State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA includes 2-3 parents on its board of directors as voting members;
- The LEA will seek input from the parent groups on ways to assist parents to understand the Standards and Requirements.
- The LEA will regularly publish on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

### **B. Helping Parents to Work with their Children**

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- The LEA provides computers to take home for evening and weekend use, if requested.
- The LEA, in partnership with La Luz, provides parents with access English As a Second Language classes.
- The school's counselors are available to will work with parents to better understand their children and the issues facing them.

### **C. Education on Parent Involvement**

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

- The community liaison will contact parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.

### **VIII. Coordination with Other Programs**

The LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and contact other entities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

### **IX. Annual Evaluation**

The LEA, with the involvement of parents, shall conduct an annual survey evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under federal law. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

### **School-Parent Compact**

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

### **X. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children**

The LEA shall implement an effective means of outreach to parents and family members of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children, including full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:
  - Community Liaison will reach out to these parents to facilitate participation depending on need.

In accordance with federal law, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card
- A notice regarding the parent’s right to request information regarding the following:
  - Professional qualifications of the student’s classroom teachers;
  - The level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments and timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
  - Information regarding any State or LEA policy regarding student participation in any assessments mandated by federal law and by the State and LEA, which shall include a policy, procedure or parental right to opt the child out of such assessment, where applicable.
- The notice regarding language instruction programs.
- Any other notices required by law.

#### **XI. Miscellaneous**

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

Adopted: 02/21/23

Amended:

## SUICIDE PREVENTION POLICY

### PURPOSE

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

1. recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
2. further recognizes that suicide is a leading cause of death among young people,
3. has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
4. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the district's Child Find obligations.

### DEFINITIONS

1. ***At Risk.*** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. ***Crisis Team.*** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. ***Mental Health.*** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. ***Postvention.*** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. ***Risk Assessment.*** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level



of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

6. **Risk Factors for Suicide.** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
7. **Self-Harm.** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide.** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide Attempt.** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
10. **Suicidal Behavior.** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide Contagion.** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal Ideation.** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

## SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

## PREVENTION

1. **District Policy Implementation** The Director or designee shall be the suicide prevention coordinator. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

2. **Staff Professional Development** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.
3. **Youth Suicide Prevention Programming** Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-8 health classes. The content of these age-appropriate materials will include:
  - a. the importance of safe and healthy choices and coping strategies,
  - b. how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
  - c. help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, the school may provide supplemental small group suicide prevention programming for students.
4. **Publication and Distribution** This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

## **ASSESSMENT AND REFERRAL**

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in. For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The Director and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or Director will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

## **IN SCHOOL SUICIDE ATTEMPTS**

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or Director will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the Director and/or school suicide prevention coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

## **OUT-OF-SCHOOL SUICIDE ATTEMPTS**

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and Director.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

## **RE-ENTRY PROCEDURES**

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the Director, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.

2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

## **PARENTAL NOTIFICATION AND INVOLVEMENT**

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the Director, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child. Through discussion with the student, the Director or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the Director, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

## **POSTVENTION**

1. **Development and Implementation of an Action Plan:** The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:
  - a. **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
  - b. **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
  - c. **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing

details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to respond, and other relevant information.

- d. Avoid suicide contagion. It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death.
  - e. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
  - f. Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
  - g. Develop memorial plans. The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.
2. External Communication: The school Director or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
- a. Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
  - b. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
  - c. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for

suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

## **DISTRICT LIABILITY**

1. Schools have been sued and found liable for failing to take proper action, particularly for failing to notify parents/guardians, when a student was thought to be suicidal. The key issues in court cases have been foreseeability and negligence and have included cases in which schools did not warn parents/guardians about both verbal and written statements about suicide as well as cases in which the school failed to provide supervision and counseling for suicidal students. Schools have also been sued over more complex issues, such as school climate and failure to reduce bullying, that were claimed to contribute to the suicide of a student. As the U.S. Department of Education Office for Civil Rights has emphasized, schools have legal obligations under anti-discrimination laws. Once a school knows or reasonably should know of possible student harassment, it must take immediate action to investigate, take steps to end the harassment, eliminate a hostile environment, and prevent its recurrence. These duties are a school's responsibility even if the misconduct also is covered by an anti-bullying policy and regardless of whether the student makes a complaint.

Adopted: 2/21/23

Amended:

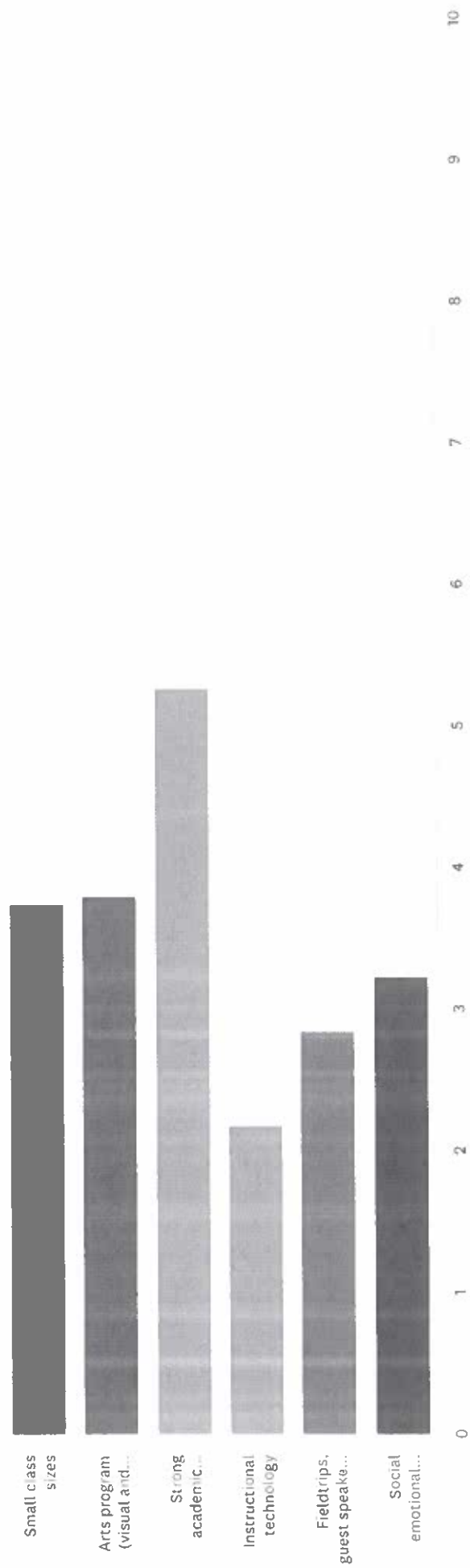
## BUDGET UPDATE

- Monthly Fiscal Update (CI)\*
- Priority Survey Early Results
  - Second Interim Preview
- SCS Presentation to SVUSD
  - Budget Reductions

\*Note: Monthly Fiscal Update will be provided separately, as Charter Impact hasn't finished it yet

AO of 2/17/22

Hello SCS families, As we build our school budget for next year, we want to know what is important to you at Sonoma Charter. What are...



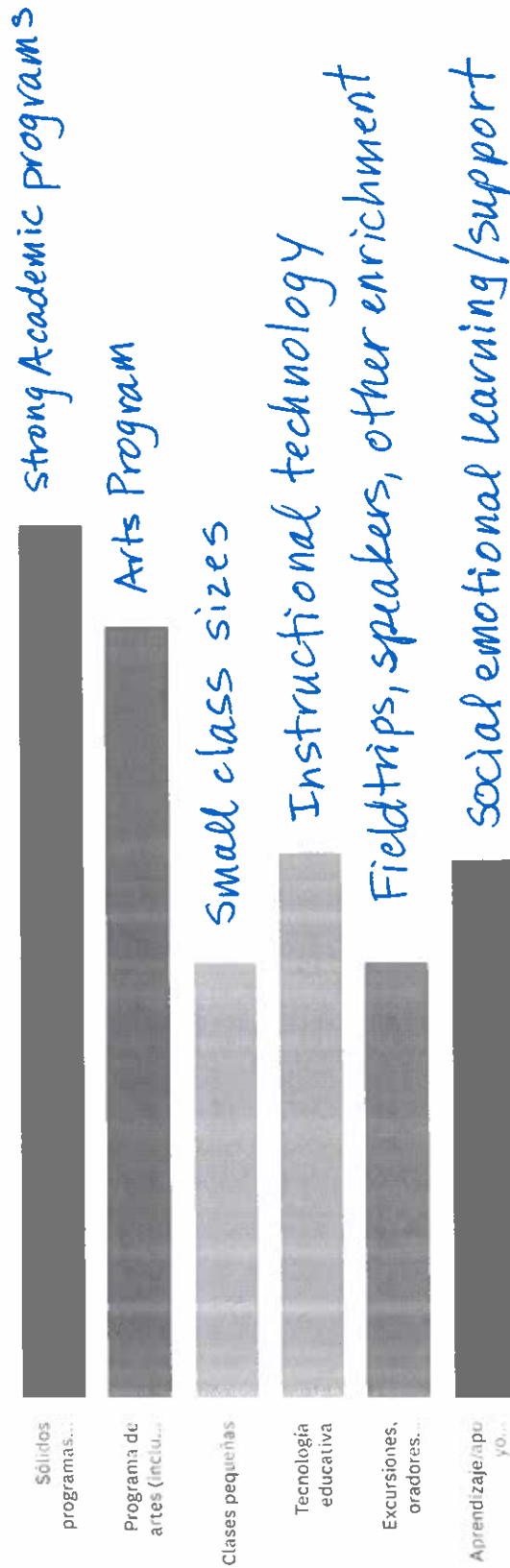
Family Priorities

0 (0)



As of 2/17/22

A medida que construimos nuestro presupuesto escolar para el próximo año, queremos saber qué es importante para usted sobre la e...



Prioridades familiares

Y (0)

Feedback



# ANNUAL AND CLASS FUND UPDATE

## Sonoma Charter School Foundation

## Profit &amp; Loss

02/15/23

July 1, 2022 through February 15, 2023

Accrual Basis

	<u>Jul 1, '22 - Feb 15, 23</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
43400 · Direct Public Support	
43450 · Individ, Business Contributions	26,300.00
<b>Total 43400 · Direct Public Support</b>	<b>26,300.00</b>
44800 · Indirect Public Support	
44820 · United Way, CFC Contributions	247.80
<b>Total 44800 · Indirect Public Support</b>	<b>247.80</b>
<b>Total Income</b>	<b>26,547.80</b>
<b>Expense</b>	
60300 · Awards and Grants	
60322 · Transfer to CCC fundraising	740.00
<b>Total 60300 · Awards and Grants</b>	<b>740.00</b>
65000 · Operations	
65070 · Fundraising Expense	162.66
65071 · Bank/CC fees	480.42
<b>Total 65000 · Operations</b>	<b>643.08</b>
<b>Total Expense</b>	<b>1,383.08</b>
<b>Net Ordinary Income</b>	<b>25,164.72</b>
<b>Net Income</b>	<b>25,164.72</b>

## Sonoma Charter School Class Funds

## Profit &amp; Loss by Class

July 1, 2022 through February 15, 2023

	<u>TOTAL</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
43400 · Direct Public Support	
43403 · Receive transfer Class Funds	850.00
43450 · Individ, Business Contributions	17,490.00
	<u>18,340.00</u>
<b>Total 43400 · Direct Public Support</b>	<b>18,340.00</b>
<b>Total Income</b>	<b>18,340.00</b>
<b>Expense</b>	
63000 · Class Program Expense	
63001 · Field Trips	5,884.05
63010 · Program Participation Fees	1,275.00
	<u>7,159.05</u>
<b>Total 63000 · Class Program Expense</b>	<b>7,159.05</b>
65000 · Operations	
65060 · Credit Card processing Fees	448.80
	<u>448.80</u>
<b>Total 65000 · Operations</b>	<b>448.80</b>
<b>Total Expense</b>	<b>7,607.85</b>
<b>Net Ordinary Income</b>	<b>10,732.15</b>
<b>Net Income</b>	<b><u>10,732.15</u></b>