

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum

TITLE III, PART A

Local Update for 2026-2027

LEA NAME: Sonoma Charter School

CDS CODE: 49 70953 6111678

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Consortium members will be provided with opportunities to attend supplemental professional learning (PL) focused on:

- 1. Foundations of effective instruction for English Learners (EL).** The PL will address distinct needs of ELs, while ensuring they are progressing towards achieving English proficiency as well as meeting the challenging State academic standards. They will engage in activities designed to heighten their understanding of the language, concepts, and research supporting the ELD standards and, most importantly, how they are applied in instruction for English learners. Sessions will address meeting the unique needs of ELs by cultivating positive student identity and agency through language acquisition and academic achievement. Participants will plan how to bring their learning back to their classrooms to ensure that it will have a positive and lasting impact on instructional practices for ELs. This content will also be built into Consultation sessions and instructional coaching as well.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities
ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Consortium members will be provided with opportunities to:

1. Attend **Consultation Sessions** throughout the year. At these sessions, each Consortium member superintendent or superintendent/principal will work with the Consortium lead (SCOE) over the course of the 2026-2027 year. Together, they will discuss, strategize, reflect, and continuously improve upon how the member LEA's language instruction programs are effective and increase the English language proficiency of ELs while ensuring that they meet the challenging State academic standards. Superintendents or superintendent/principals will engage with data, examine local needs, and utilize protocols and tools to further strengthen their programs for English learners.
2. Attend the **Multilingual Learner Collaborative** throughout the year. These dynamic sessions focus on topics and discussions around the most current research, practices, state updates, and local initiatives pertaining to English learners. Participants will receive updates from the California Department of Education, which have been disseminated through the Bilingual Coordinators Network (BCN) meeting. This content will also be built into Consultation sessions and instructional coaching as well.
3. Implement the supplemental program **Summit K12: Connect to Literacy** to support multilingual learners in developing Listening, Speaking, Reading, and Writing skills. The online platform provides ELPAC-aligned activities and benchmark assessments three times per year to inform each student's Personalized Learning Plan (PLP). Consortium members will monitor student progress and support implementation of PLPs to promote language growth and ELPAC success.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Consortium members will be provided with opportunities to:

1. Order **supplemental English, Spanish, Bilingual supplemental books** for English learners. Books will be intentionally chosen based on the specific needs of English learners in the setting (language proficiency, grade, reading level, text type, etc.). Books will be used in a supplemental fashion to build language proficiency and meet the challenging State academic standards. Use of these books will also be built into Consultation sessions and instructional coaching as well.

2. Take part in **classroom coaching cycles** in which they participate in inquiry and reflection centered on meaningful and rigorous implementation of instruction for English learners in the classroom. Coaching cycles will contextualize and refine the understanding of high-quality instruction for ELs as reflected in the CA ELD Standards and the ELA/ELD Framework. Coaching topics will also be built into Consultation sessions as well.