

Introduction:

LEA: Sonoma Charter

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Annual Update: In February 2016 students in grades 4-8 took the Holistic Student Assessment. The Holistic Student Assessment (HSA) is a tool developed by PEAR to help schools tailor services to better support the social and emotional well being of students in school and afterschool settings. The HSA provides adolescents with an opportunity to self- report about specific behaviors, beliefs and relationships.</p> <p>In February 2016 the SCS staff completed a confidential online survey custom created for SCS by Resonance Insights. Participation was considered excellent with 23 usable responses received from 27 total SCS faculty and staff members. Lengthy, rich most people took at least 30 minutes.</p> <p>The survey consisted of 3 Resonance exercises, on how I feel and why I feel that way about:</p> <p>"My CURRENT EXPERIENCE working at and being part of the community at Sonoma Charter' What if My EXPERIENCE WAS IDEAL.'</p> <p>"How I imagine the students' experience at SCS to be'</p> <p>There was 1 categorical question (your tenure at SCS) plus an open-ended question ("What would you change and what would you keep at Sonoma Charter?')</p>	<p>Annual Update: Using the results of the HSA SCS staff will be able to identify and enhance systems for supporting social emotional and developmental well-being in students.</p> <p><u>The impact of the HSA survey will allow us to:</u></p> <ul style="list-style-type: none"> • Detect socio-emotional barriers to learning earlier • Help to differentiate teaching approaches and targeted intervention strategies • Analyze individual- and aggregate-level data for school programming <p>The results of the Spring 2016 Holistic Student Assessment indicate that the students in grades 4-8 have more strengths than challenges.</p> <p><u>The most common strengths include:</u></p> <ul style="list-style-type: none"> • emotional control • empathy • relationships with peers <p><u>The most common challenges include</u></p> <ul style="list-style-type: none"> • Assertiveness • Relationships with Adults <p><u>The most common symptoms include:</u></p> <ul style="list-style-type: none"> • Prosocial defined as "relating to or denoting behavior that is positive, helpful and intended to promote social acceptance and friendship • Peer Problems <p><u>Results from the Resonance Survey completed by the staff</u></p> <ul style="list-style-type: none"> • Faculty & Staff are very passionate and engaged in their experience working at Sonoma Charter • Survey results are above benchmarks for educators taking the same survey • Their passionate engagement is driven by: • THE COMMUNITY, THE JOB and MY SELF IMAGE

	<ul style="list-style-type: none"> • Faculty & Staff also hold a very robust vision for what their experience at SCS could become • Their vision is fueled by new themes: • Colleagues, Being Recognized/Appreciated, Financial Rewards and Having a Voice • Finally, they perceive that students are having an experience very similar to their own
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district wide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: 1	<p>Students will achieve proficiency in the Common Core State Standards (CCSS) for English language arts/literacy and mathematics, as well as California's new English Language Development Standards.</p> <p>Ensure that all students are taught by Highly Qualified teachers who have received high quality professional development;</p> <p>Ensure that student learning is supported by a high quality leadership team and support staff, as well as necessary school and (if applicable) district services.</p>	<p>related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 Local: N/A</p>
Identified Need:	<ul style="list-style-type: none"> • The majority of our certificated teaching staff has not received training in California's new ELD standards. • Our teachers have expressed that they need further support for the initial implementation of Common Core State Standards in the form of professional development and designated time to plan curriculum. • In the 2015-2016 school year our teacher misassignment rate was 0% • In the 2015-2016 school year 100% of our students were taught by Highly Qualified teachers. <ul style="list-style-type: none"> ○ Results of the 2015 California Assessment of Student Performance and Progress Results for All Students in Grades 3-8 ○ English Language Arts/ Literacy 41% of Students either Met or Exceeded the State Standards ○ Mathematics 22% of students either Met or Exceeded the State Standards <p>January 2016 Adam Math Assessment Data</p> <ul style="list-style-type: none"> • 3rd grade average grade level score 3.3 • 2nd grade average grade level score 2.2 • 1st grade average grade level score 1.4 <p>January 2016 Star E Reading Assessment Data</p> <ul style="list-style-type: none"> • 3rd grade average grade level score 3.0 • 2nd grade average grade level score 1.9 <p>January 2016 Star Early Literacy Assessment</p> <p>Data 1st grade = Transitional</p>	
Goal Applies to:	Schools: All	Grades: All
	Applicable Pupil Subgroups: All	
LCAP Year 1		

<ol style="list-style-type: none"> 1. Provide a Highly Qualified Teaching staff to all students, including all significant subgroups (e.g. Hispanic/Latino, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Foster Youth, etc.) 2. Continue to ensure that students in grades Kindergarten through Grade 3 benefit from a reduced class size of 21 pupils or less. This will provide increased academic support and individual assistance to these students. Funds for a one additional teacher is needed to support this. 3. Continue to ensure that students in grades K-5 have a Teacher Assistant for at least 4 hours per day and 1 shared TA for grades 6-8 4. Implement professional development opportunities in the following areas: <ul style="list-style-type: none"> o Next Generation Science Standards o ELD/ELA framework o Consultants to provide trainings o Technology o Special Education 5. Provide teacher work days to foster collaboration, training and curriculum implementation 6. Provide an English Language Director to work with all ELL students, families and provide support to site teaching staff. 7. Provide qualified substitute coverage for teacher absences 8. Maintain site office and office staff 9. Continue to fund legal and auditing services 10. Continue to fund other ongoing necessary services and supplies to operate school sites and the district (membership fee, postage mileage, data processing, printing services, newspaper advertisements, finger printing services, business services consultants, equipment rental, emergency supplies, paper, food for meetings, insurance, etc. 11. Continue to provide funds as needed for classroom materials, furniture, supplies etc. 12. Provide funds for lunch program labor cost 	<p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More</p> <p>Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<ol style="list-style-type: none"> 1. \$916,364 LCFF Base/EPA and LCFF Supplemental Objects 1000-3999 2. Cost included in #1. 3. \$97,778 LCFF Base, Supplemental and Local Donations Objects 2000-3999 4. \$22,870 Title II, Educ. Effect. Object 5200 5. Cost included in #1 6. Cost included in #1 7. \$22,107 LCFF Base Objects 1000-3999 8. \$73,126 LCFF Base Objects 2000-3999 9. \$15,800 LCFF Base Objects 5000-5999 10. \$159,872 LCFF Base Objects 4000-5999 11. 27,577 LCFF Base, Lottery, Title III Objects 4000-4999 12. \$10,000
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GOAL: 2	Students will have full access to and instruction in technology to support 21st century learning and the development of technological skills.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 _7 _8 Local: N/A
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Identified Need:	Students must be equipped to be successful in the 21st century global economy.
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Goal Applies to:	Schools: Grades: All
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Applicable Pupil Subgroups:	All
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LCAP Year 1

Expected Annual Measurable Outcomes:	<p>100% of teachers will always have access to technological devices for students when needed.</p> <p>100% of students will report that they always have access to a technological device when needed.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditure
<p>Purchase and/or replace technology devices to expand student access to technology</p> <p>Provide software, hardware; materials, equipment, infrastructure and services necessary to ensure students and staff have adequate and equitable access to technology.</p> <p>Maintain technology Information Systems Support.</p> <p>Continue to implement age appropriate lessons for digital citizenship.</p> <p>Improve the keyboarding skills for students using current resources</p>	Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. \$1,000 Lottery Objects 4000-4999</p> <p>2. \$16,000 LCFF Base Objects 4000-4999</p> <p>3. \$18,240 LCFF Base, Lottery Objects 5000-5999</p> <p>4. & 5. No cost</p>

GOAL: 3	Provide safe and comfortable learning environments that meet the intellectual, social, emotional, and physical needs of students at Sonoma Charter School.		Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	To ensure that Sonoma Charter School continues to provide a positive, safe, and comfortable learning environment. Identify barriers to on-time attendance for improving school attendance practices to reduce chronic tardies & absences.		
Goal Applies to:	Schools:	Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School Facilities are maintained in good repair as measured by the Facilities Inspection Report. 2. School attendance rates will increase by 0.3% for all students Chronic absenteeism rates will decrease at by 1%. 3. Unexcused absences will decrease at each school by 2%. 4. The suspension rate will remain at 1% or lower and the expulsion rate will maintain 0%. 5. Annual parent school surveys will gather input, measure engagement, school connectedness, and satisfaction 6. Parent communication and participation will be integral to school programs as measured by parent survey results, attendance at back to school nights and parent education events for all students including unduplicated students and students with exceptional needs. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditure
<p>Monitor and evaluate improvements needed in attendance and tardy rates and develop a communication plan and/or incentives to reach targeted goal of 98% or higher.</p> <p>Provide direct services for students in need of social emotional support and behavioral skills development.</p> <p>Implement Social Emotional Learning staff Development with staff, parents and students. (Dr. Robert Macy)</p> <p>Implement CPR and basic first aide training for all staff.</p> <p>Explore more opportunities for lunchtime activities.</p>	Grades: All	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. No Cost</p> <p>2. & 3. \$18,584 LCFF Base Objects 1000-3999</p> <p>4. \$400 LCFF Base Objects 5000-5999</p> <p>5. No Cost</p>

GOAL: 4	All students, including subgroups, will demonstrate knowledge of the Next Generation Science Standards (NGSS) by meeting and/or exceeding proficiency levels in Science	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A	
Identified Need:	To increase student access to inquiry-based Science instruction		
Goal Applies to:	Schools: Grades: All		
	Applicable Pupil Subgroups: All		
LCAP			
Expected Annual Measurable	Every student will have access to adopted materials in Science that will support the district's Science Vision and be aligned to (NGSS).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create a science K-8 Articulation Committee (staff, parents, others) to implement a Science Vision to evaluate inquiry-based programs for student instruction aligned to the Next Generation Science Standards (NGSS), Science & Engineering Practices including project-based learning and environmental literacy.</p> <p>Complete purchases for NGSS FOSS program K-8</p> <p>Provide Parent Education on the Next Generation Science Standards</p> <p>Develop a plan for the initial use of the Mid Pen Garden Hub Area as an outdoor education program experience for environmental and agricultural science.</p>	Grades: All	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>1. No Cost</p> <p>2. \$4,000 Lottery Objects 4000-4999</p> <p>3. No Cost</p> <p>4. No Cost</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	To maintain an effective employee workforce, SCS will successfully recruit and retain highly qualified, certificated, classified, and management staff.		Related State and/or Local Priorities: X 1 _2 _3 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Successful recruitment, selection, and retention of qualified employees as determined by HR, site evaluations and Highly Qualified Teacher Assignments in the CALPADS reporting system.	Actual Annual Measurable Outcomes:	All teachers met Highly Qualified criteria.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Annually review certificated employees' credentials.</p> <p>Provide the Beginning Teacher Support and Assessment (BTSA) Program for new teacher induction.</p> <p>Increase the pool of credentialed substitute teachers and support staff.</p>			<p>BTSA support was not required for staff.</p> <p>Substitute teacher rate increased.</p> <p>MOU with Dominican University and USF to host field placement for student teachers, to bring new candidates to SCS as well as knowledge from higher education to site.</p>	<p>\$1442</p> <p>LCFF Base</p> <p>Objects 1000-3999</p>
Scope of service:	Grades: All		Scope of service:	Grades: All
<p>X All</p> <p>-----Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
What changes in actions, services, and expenditures	<p>The school will utilize AESOP sub finder service to improve the access of substitute teachers.</p> <p>In order to recruit and retain top talent, the school will also need to explore ideas and options to ensure that salaries for certificated staff are competitive with the local market.</p> <p>This Goal will be consolidated into Goal #1 of the 2016-17 LCAP.</p>			

Original Goal from prior year LCAP:	Sonoma Charter School will be clean, safe, and in good repair to ensure that the site conducive for learning and safe for all students.	Related State and/or Local Priorities: X 1 _2 _3 _5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	Grades: All
	Applicable Pupil Subgroups:	

Expected Annual Measurable Outcomes:	Ensure that all areas are cleaned, maintained, and inspected on a regular basis. 95% rating of facilities in good or exemplary repair SARC facilities inspection tool	Actual Annual Measurable Outcomes:	Systems Inspection Results yielded a Good Overall Repair Rating. Gas & HV, Good Repair, Interior Surfaces Fair Repair, Overall Cleanliness Good, Electric Good repair, Restrooms, sinks
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LCAP Year: 2015-16

Structural Roofs Fair repair. Playgrounds, fences good repair.

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
School facilities are inspected and evaluated on an annual basis using the facilities inspection template. Work with SVUSD to ensure they are informed of Deferred Maintenance in order to ensure that school facilities are maintained in good working order.		Rooms 1, 3 and 11 were completely painted. MPR walls were painted as well as classroom doors and outside posts. Bark in play structure area replenished.	\$3,810 LCFF Base Object 5800 \$1,217 LCFF Base Object 4380	
Scope of service:	Grades: All	Scope of service:	Grades: All	

All _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		All _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
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What changes in actions, services, and expenditures	This goal will be consolidated into Goal #3 of the 2016-2017 LCAP. The school will continue to work with SVUSD regarding facilities as well as seek outside resources to ensure clean and safe facilities are available for our students.
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Original Goal from prior year LCAP:	<p>All educators will be supported in implementing the Common Core State Standards through systemic professional development and professional learning/ collaboration opportunities in the following areas:</p> <p>a) building instructional capacity of teachers and administrators;</p> <p>b) establish Common Core curriculum and assessments;</p> <p>c) establish a system of assessments that includes use of assessment cycles every 6-8 weeks and regular use of data to continuously improve teaching and learning and provide timely support.</p> <p>d) provide increased time and opportunities for professional learning focused on</p>	<p>Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local:</p>
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Goal Applies to:	Schools:	Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	<p>Instruction reflects the use of pedagogical shifts demanded by the CCSS (e.g., depth of knowledge, evidence of deep understanding of concepts) as evidenced in classroom observations. Adoption of CCSS math materials at elementary and middle school levels. Continued depth of implementation to the CCSS in ELA and mathematics as evidenced by teacher plans and classroom observation. Technology is integrated effectively into ELA and mathematics student experiences. Increased professional development time.</p>	Actual Annual Measurable Outcomes:	<p>Technology and professional development on CCSS is being integrated in grades K-3 via the Grade Level Proficiency Project. Teachers in Grades 4-8 are working on further implementation of CCSS with both technology and other strategies. Teachers attended PD on CCSS via SCOE workshops on summer 2015.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue to research Professional Development opportunities Implement Professional Learning Groups Implement curriculum Review Student Data Continue technology training			Teachers in grades K-3 administered regular assessments measuring language arts and math proficiency. Teachers in grades 4-8 began implementing assessments with language arts and math. Using Lexia reading, Star Reading, Reflex math, Dreambox math and Adam 7 Math.	No Cost
Scope of service:	Grades: All		Scope of service:	Grades: All

<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>This goal will be consolidated and addressed in Goal #1 of the 2016-17 LCAP. To further ensure teachers have the support access to professional development opportunities the school is planning on utilizing Edvivate for individualized online professional development as well as an observation tool.</p>	

Original Goal from prior year LCAP:	Increase the number of English Learners who achieve full English language proficiency within 3 years of enrollment and attain parity with native speakers of English.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:		
Goal Applies to:	Schools:	Grades: All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<p>All certificated teachers will attain a working knowledge of the ELD standards and will have modified lessons to include substantial transition to these standards.</p> <ul style="list-style-type: none"> • 92% of students with an overall score of Beginning to Early Intermediate on the CELDT will advance at least 1 level. • 3% increase of EL classification rate to RFEP. • Meet Adequate Yearly Progress (AYP) for English-language arts (ELA). 		Actual Annual Measurable Outcomes:	<p>53 students took the CELDT this school year</p> <p>4 students scored Advanced</p> <p>14 students scored Early Advanced</p> <p>17 students scored Intermediate</p> <p>13 students scored Early Intermediate</p> <p>5 students scored Beginning Level</p> <p>The 4 Advanced students were reclassified to RFEP at the end of the 2015-2016 school year.</p>	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures

<p>All teachers will utilize effective SDAIE strategies to teach English learners.</p> <p>Continue to annually test EL students to measure their progress as required by the CDE</p> <p>SCS will provide ELD teachers collaboration time to monitor EL student progress and instructional needs.</p> <p>Teachers will collaborate on performance results and revise instructional practices in order to meet the needs of all students, particularly EL learners.</p>		<p>Teachers attended ELL professional development provided by SCOE.</p> <p>EL students were monitored by ELL Director and students received ELD instruction from ELL Director</p>		<p>\$600 Title II Object 5200</p> <p>\$55,507 LCFF Supplemental Objects 1000-3999</p> <p>\$580 LCFF Supplemental Object 4310</p>
Scope of service:	Grades: All		Scope of service:	Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
What changes in actions, services, and expenditures	<p>Teachers of ELL student will require further professional development and planning time to integrate the new ELD standards into daily practice. The school may need to add additional instructional time after school and over the summer. Parental education will need further consideration.</p>			

Original Goal from prior year LCAP:	Secure funding via grant opportunities or by allocating funds in the budget to bring counseling services to SCS.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local:	
Goal Applies to:	Schools:	Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Begin to research grant opportunities, and reach out to local mental health agencies to develop a plan to provide much needed services and support for students at SCS and develop an action plan.	Actual Annual Measurable Outcomes:	The school paid for a counselor one day per week out of the general fund. See results of Holistic Student Assessment	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<ol style="list-style-type: none"> 1. Use action plan to implement services. 2. Increase college and career understanding/options 3. Use surveys to identify areas of student, staff and parent needs 4. Open school to field placement for counseling intern programs 			<ol style="list-style-type: none"> 1. Training on Restorative Justice with SCS Staff 2. An MOU was signed with Dominican University, Sonoma State University and University of San Francisco designating SCS as a field placement site for counseling interns. 	
			\$5,966 LCFF Base Objects: 1000-3999	
Scope of service:	Grades: All		Scope of service:	Grades: All
X All			X All	
<p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p>			<p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p>	

What changes in actions, services, and expenditures	The school will continue to fund a school counselor and work with institutions of higher education to host field placements for counseling interns. This goal will be consolidated into Goal #1 of 2016-2017 LCAP.
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Original Goal from prior year LCAP:	To foster a positive school climate, reduce bullying, improve student academic success, health, and well-being.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Decrease in discipline referrals by 20% 2. Increase in students feeling safe on campus on student surveys by 20% 3. Increase in positive student engagement on student surveys by 20% 4. Increase in parents feeling students are engaged on parent surveys by 20% 		Actual Annual Measurable Outcomes:	<p>The results of the Spring 2016 Holistic Student Assessment indicate that the students in grades 4-8 have more strengths than challenges.</p> <p>The most common strengths include: emotional control & relationships with peers</p> <p>The most common symptoms include: Peer Problems Prosocial</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement Training Collect data			All SCS Staff began training in Social Emotional Learning and Informed Trauma Care with Dr. Robert Macy from the International Trauma Center and Hannah Boy's Center. A Holistic Student Assessment was taken by 4-8 grade students	No Cost
Scope of service:	Grades: ALL		Scope of service:	Grades: ALL

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>The social emotional training was well received by the school staff. Plans are being made to continue this training with further implementation of “Rainbow Dance” for early elementary students and detailed in class training for staff including TA’s during recess.</p>	

Original Goal from prior year LCAP:	Sonoma Charter School will increase efforts to seek parent input, improve communication, and promote parent participation.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Grades: All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All Parent participation increased on Bright Bytes survey, PTO membership, ELAC meetings, visits to school website, e-newsletter open rate, parent participation at SCS Governing Board meetings		
		Actual Annual Measurable Outcomes:	Parent Square Usage Dashboard Users Reached 97% an Excellent rating 93% Engagement rating just less than excellent 76% of users participated	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<ol style="list-style-type: none"> 1. Using data from 2014-15, increased efforts to receive parent Input in District decision-making. 2. Using the data from 2014-15, increase the amount of newsletters written in Spanish. 3. Conduct site surveys to indicate the level of satisfaction for parent communication and involvement. 4. Increased membership of parents representing significant subgroups in PTO, and other school-related community groups from 2014-15 data. 		<p>The school utilized Parent Square as the main form of communication between the school and home. This tool translates into Spanish which greatly increased awareness of our Spanish speaking parents.</p>	<p>\$800 LCFF Base Object 5300</p>
<p>Scope of service:</p>	<p>Grades: ALL</p>	<p>Scope of service:</p>	<p>Grades: ALL</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>What changes in actions, services, and expenditures</p>	<p>The school will continue to use parent square as well as host more parent information nights and conduct surveys on needs of current parent population.</p>		

Original Goal from prior year LCAP:	Decrease the number of student truanancies, absences and tardies.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increase attendance Rate from past year.	Actual Annual Measurable Outcomes:	Data not available at this time.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to improve attendance, academics, and behavior by monitoring and managing student attendance data. Schedule Student Success Team (SST) And School Attendance Review Team (SART) meetings with parents		The school initiated a new policy on start times this year. Regular attendance letters were mailed home. SART and SARB meetings were held as necessary. A new Attendance Policy was adopted by the Governing Board. Further training on the Illuminate Student Information System was held for Staff.	\$1,495 LCFF Base Object 5200	
Scope of service:	Grades: ALL		Scope of service:	Grades: ALL
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures	<p>The school will continue to implement SARB/SART process, educate parents on the importance of regular daily attendance, encourage the independent study option when applicable.</p> <p>The school will also explore creating a school SARB as opposed to a district SARB.</p> <p>All teachers will be asked to complete regular attendance by the morning cut off time.</p>
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Original Goal from prior year LCAP:	All students and teachers will have access to up-to-date technology systems to promote 21st Century Learning Skills.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Provide professional development on effective use of technology hardware and software in supporting CCSS based curriculum. Maintain technology funds for repair, replacements, upgrades for wireless networks, hardware, software, content filters and firewalls, etc. Enhance the network infrastructure to support one-to-one wireless computing.	Actual Annual Measurable Outcomes:	30 additional iPads were purchased for the Grade Level Proficiency Project with keyboards 6 additional Chromebooks were purchased	

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement Common Sense Media Training K-8 Teach Keyboarding without Tears K-3		The Grade Level Proficiency enhanced computer skills with iPads in grades K-3.	\$10,955 Local Grant/ LCFF Base Object 4310	
Scope of service:	Grades: ALL		Scope of service:	Grades: ALL

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>There is a need to purchase an additional 60 Chromebooks for students in grades 4-8 as well as implement training in Google Classroom and further multimedia programs.</p>	

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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$110.657
Supplemental Funds are used to provide all teachers with collaboration time and for the EL Director to monitor EL student progress and instructional needs. Funds are also used to ensure that students in grades K-5 have a Teacher Assistant for at least 4 hours per day and 1 shared TA for grades 6-8.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.06%	%	<p>Services for unduplicated pupils in Sonoma Charter will be increased/improved by our proportionality percentage of at least 7.06%. As reflected in our LCAP, supplemental funds of \$110,657 will be spent on services described in section Goal 1/Actions 3, 5 and 6. These services demonstrate increased services for unduplicated pupils, who will receive improved access to high-quality instruction by offering the actions and services described, all of which will be provided as additional actions/services over and above the base program.</p>
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 - June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 - June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
- (3) Divide (1) by (2).