

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma Charter School

CDS Code: 49 70953 6111678

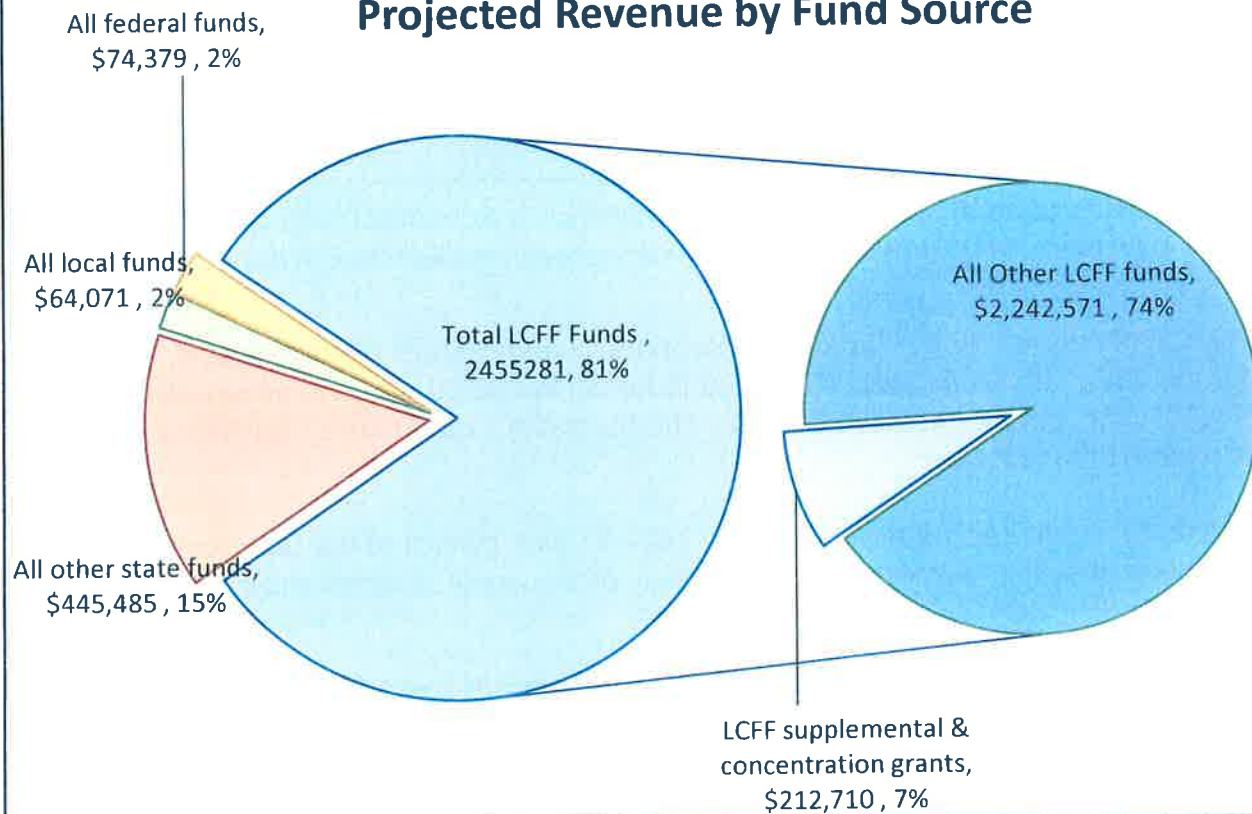
School Year: 2024 - 25

LEA contact information: Catherine Stone, Interim Superintendent, cstone@scs.k12.ca.us, (707) 935-4232

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024 - 25 School Year

Projected Revenue by Fund Source

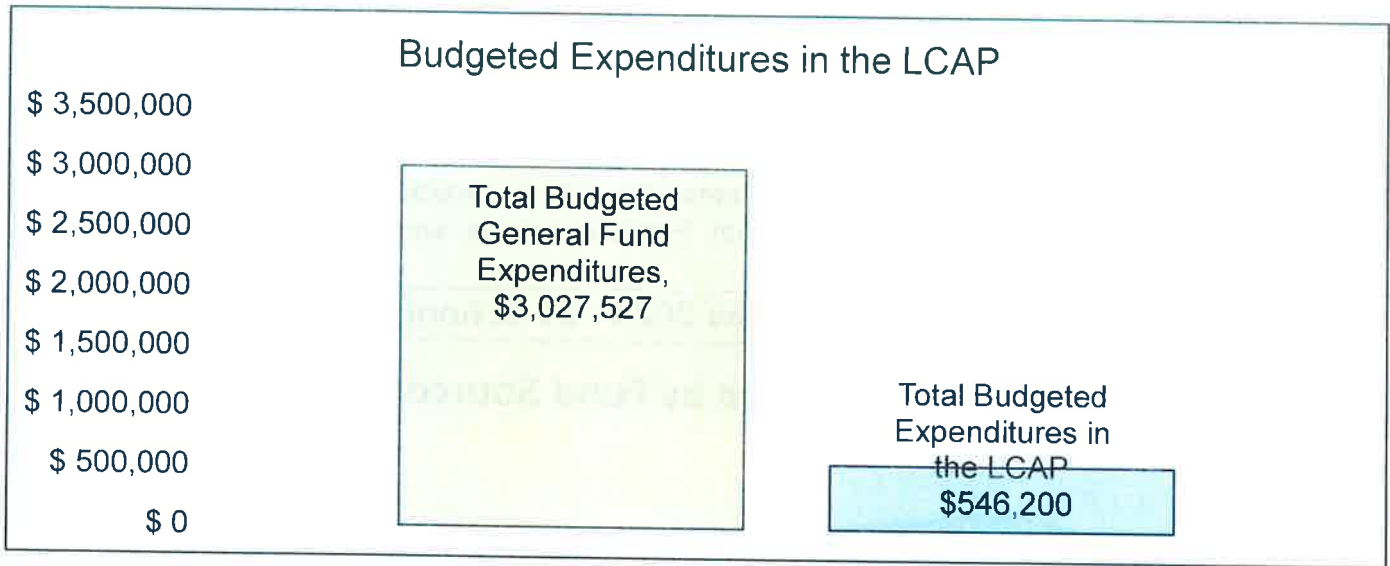


This chart shows the total general purpose revenue Sonoma Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Charter School is \$3,039,216.00, of which \$2,455,281.00 is Local Control Funding Formula (LCFF), \$445,485.00 is other state funds, \$64,071.00 is local funds, and \$74,379.00 is federal funds. Of the \$2,455,281.00 in LCFF Funds, \$212,710.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sonoma Charter School plans to spend for 2024 - 25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonoma Charter School plans to spend \$3,027,527.00 for the 2024 - 25 school year. Of that amount, \$546,200.00 is tied to actions/services in the LCAP and \$2,481,327.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

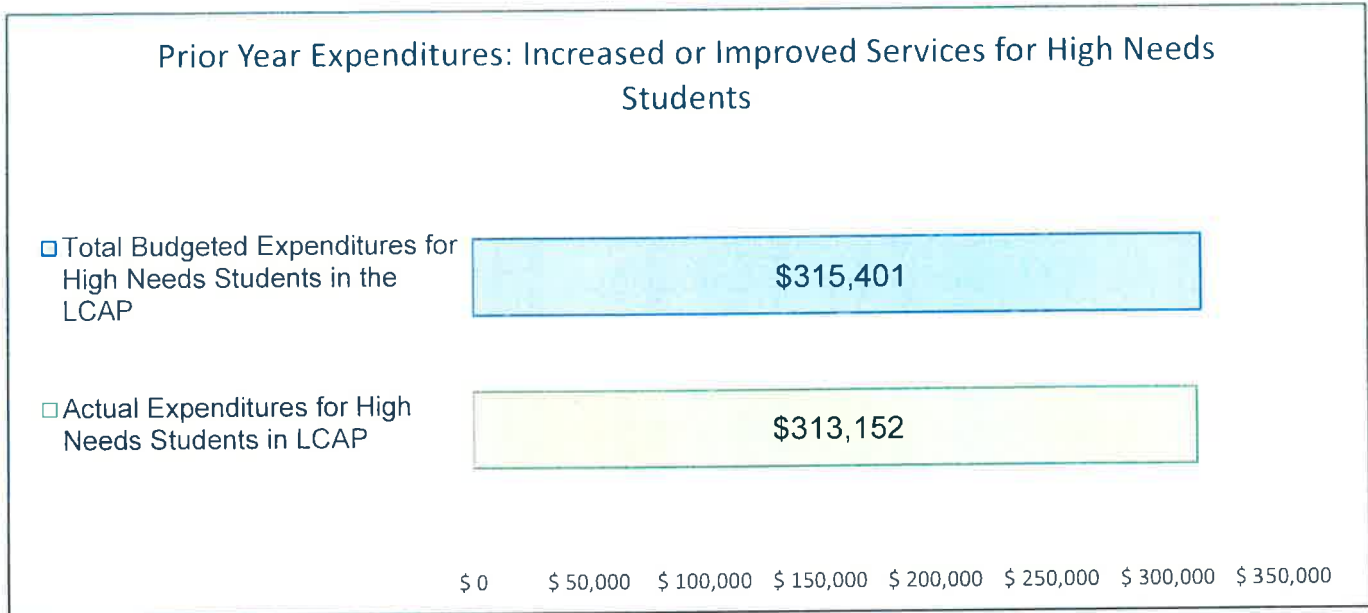
General Fund Budget Expenditures not included in the 2024-25 plan consist of the School's base program, including compensation, benefits, school supplies, professional services and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2024 - 25 School Year

In 2024 - 25, Sonoma Charter School is projecting it will receive \$212,710.00 based on the enrollment of foster youth, English learner, and low-income students. Sonoma Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma Charter School plans to spend \$262,200.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023 - 24



This chart compares what Sonoma Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sonoma Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023 - 24, Sonoma Charter School's LCAP budgeted \$315,401.00 for planned actions to increase or improve services for high needs students. Sonoma Charter School actually spent \$313,152.00 for actions to increase or improve services for high needs students in 2023 - 24. The difference between the budgeted and actual expenditures of \$2,249.00 had the following impact on Sonoma Charter School's ability to increase or improve services for high needs students:

Sonoma Charter received reduced supplemental funding for high need students compared to budget. Sonoma Charter's expenditures exceeded their allocation and % to increase services.

Local Control and Accountability Plan

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

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

Plan Summary LCAP Year 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sonoma Charter School (SCS) is celebrating its 30th year! It was founded in February, 1993 (state charter number #009), and opened in September, 1994 by a group of Sonoma Valley parents, teachers and community members who were seeking an alternative educational opportunity that could serve the families within Sonoma Valley and the surrounding areas.

The school is located in the Boyes Springs area of the Sonoma Valley. This area of the Sonoma Valley is designated as a high need area of the county based on demographics and socioeconomic factors. The predominant employers are agricultural (wine industry) and service industries related to tourism. While students anywhere in the Valley can attend Sonoma Charter, more than half of the students come from within a mile of the campus.

The school serves students in grades TK-8 and prides itself in the philosophy of offering an engaging and rigorous curriculum that is project-based, thematic and integrated across the core academic subjects. SCS also emphasizes visual and performing arts as an essential component of the curriculum at every grade level.

Due to facility constraints, total enrollment is limited to 245 students with a public lottery used to select new enrollment each year. Sonoma Charter currently has an enrollment of 220 students, with 42% considered unduplicated (Socioeconomically Disadvantaged, English Learners, Foster, or Homeless.) We have seen an increase in "newcomer" students this year - students who have just arrived in the US from another country.

Sonoma Valley Unified School District (SVUSD) is the authorizer of SCS' charter and has continued to provide use of a SVUSD school property as the SCS campus. SVUSD and SCS have worked to maintain a close and supportive working relationship with SCS through the years.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Overall, on the most recent **Dashboard**, Sonoma Charter students showed growth in Mathematics, a small decline in English Language Arts, and the same level of English Learner Progress. The areas of greatest challenge and lowest performance level (red) on state indicators are in chronic absenteeism, and the

suspension rate, and the performance of English Learners, Hispanic, and Socioeconomically Disadvantaged students. In each of these groups, scores showed significant declines. White students performed above the standard in English Language Arts and Math and are in the green performance level. English Learners were in the lowest performance level (red) in English Language Arts, Math, and Chronic Absenteeism.

Pursuant to California Education Code (EC) Section 47607(c), a charter school is placed into one of the three performance level categories: high, medium, or low. Sonoma Charter was placed in the medium performance level category. A charter school in this category may be renewed for a five-year term.

STAR (Renaissance) data for the 2023-24 school year reflects the same achievement gap as determined by the Dashboard. The STAR Student Growth Percentile (SGP), which is considered a valid and reliable assessment for charter renewal by the CDE, requires an average Student Growth Percentile across all students to be 50 or above. 50 is considered as the level of one year's normed progress. The average Student Growth Percentile for the ELA STAR test at SCS is 57, showing slightly more than a year's growth. The average Student Growth Percentile for the Math STAR test at SCS is also 57, showing slightly more than a year's growth

Looking at **SGP averages** disaggregated by student groups, results show Normal and High Growth in all groups except 4th grade reclassified English Learners, 7th and 8th grade English Learners, some students with 504 plans, and 8th grade Special Education students. Overall, Grades 1, 4, 6, 7, and 8 showed lower growth in ELA, and Grades 4th and 8th showed lower growth in Math. With such a small population of students, grades with more unduplicated pupils will generally show lower growth.

STAR Grade Equivalence data shows:

Students at or above grade level:

English Language Arts	Math
Kindergarten 68%	-
1st grade 56%	56%
2nd grade 52%	68%
3rd grade 57%	50%
4th grade 72%	56%
5th grade 56%	41%
6th grade 32%	41%
7th grade 33%	40%
8th grade 38%	59%

Consistent with other data, English Learners average 2.0 years behind grade level in ELA and 2.1 years in Math.

Past LCAPs have addressed these challenges through implementation of the K-3 Proficiency Project, new curriculum, professional development, and focused staffing. This LCAP will directly address these challenges through some of the same actions as well as new actions.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

~~School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.~~

~~**Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.~~

~~An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.~~

Educational Partner(s)	Process for Engagement
Teachers and classified staff	Regular staff meetings, 1 or 2 per month, were held to get input and feedback on issues relevant to the LCAP. Special Education team meetings
Parents	Monthly CCC (PTO) meetings, ELAC meetings, and Board meetings Surveys regarding priorities Newsletters/Parent Square notices and information Director Search Committee
Administrators	Weekly meeting to discuss student achievement, areas of challenge, needs of the school

Students Student leadership team meetings, Youth Truth Survey

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Sonoma Charter was created by parents and community members and continues to be driven by parent, community member, and student input, feedback, desires, and needs. The Board consists of parents, community members, and staff members. There is a very active and engaged PTO (called Charter Community Connection, and when there is more input desired, surveys are done, meetings are called, or additional committees formed.

Meetings are held throughout the year as described above – most monthly, some more often, some less often. Newsletters go out monthly from the CCC and include schoolwide news, and teachers send home weekly updates. Announcements and information go out through Parent Square a couple of times each week.

Surveys of all families show the top two priorities to be academic achievement and the arts. Parents in the PTO and on the Board also expressed the need and desire to have much more representation by Hispanic and Latino families. Teachers, classified staff members, and administrators recognize the need to address and reduce disparities in opportunities and outcomes between student groups on the Dashboard, local assessments, and participation in community activities. All groups expressed that more social-emotional and behavior support was needed.

The LCAP's four goals directly address this input. While some goals remain the same, some of the actions are changing as they have not produced the desired outcome, the technology goal has been replaced, and the target of some goals has changed. A goal and actions that increase or improve services for unduplicated pupils have been added.

Goals and Actions

ACADEMIC ACHIEVEMENT

Goal #	Description	Type of Goal
1	Increase Academic Achievement for All Students	Broad

State Priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

While local assessment data (STAR) shows that the average Student Growth Percentile (SGP) is above 50, the equivalent of one year of growth, our scores on CAASPP and the Dashboard are still lagging.

On the 2023 CA Dashboard, there are 5 levels of performance: Very high (blue), high (green), medium (yellow), low (orange), and very low (red). Schoolwide, Sonoma charter students are at the low performance level for English Language Arts, medium level for Math, and medium level for English Learner Progress.

Scores declined in English Language Arts for all groups: English Learners, Hispanic, Socioeconomically Disadvantaged, and White. In Math, scores declined for English Learners and Hispanic students. Socioeconomically Disadvantaged student's scores maintained the same level (below standard), and White student scores increased. Scores are stronger in lower grades and weaker in upper grades. This may be due to COVID impact as the upper grade students were in 3rd, 4th, and 5th grades during the shutdown.

When the data is disaggregated for student groups, English Learners are in the very low (red) level in both English Language Arts and Math and declined from last year's scores.

Sonoma Charter School will ensure growth for all students with an emphasis on closing the achievement gap by providing a high quality educational program that focuses on raising the overall academic achievement for all students, as well as all student groups: English Learners, Socioeconomically Disadvantaged, Hispanic, and students with exceptional needs.

A primary area of focus will remain on our curricular program to ensure that it is coherent and aligned with state standards, and a focus on equity and access for students through our curriculum, instruction, and assessment.

This will be measured by an accurate collection and analysis of data: verified STAR test SGP data administered 3 times each year, data from adaptive technology (Lexia, Dreambox, Waggie or similar), IRLA reading assessments, ELPAC, and Dashboard/CAASPP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Providing all students access to appropriately assigned and fully credentialed teachers	Of ten grade level teachers, 2 are interns, and 2 are teaching on local single subject permits. A special education teacher is still needed.	[Insert outcome here]	[Insert outcome here]	All classroom teachers and special education teachers will be fully credentialed for their teaching assignment.	[Insert current difference from baseline here]
2	Providing all students access to instructional materials that align with state standards	Students have standards-aligned instructional materials in all subjects and grades, but some are more than 20 years old. Some curriculum may not have Universal Design for Learning (UDL) components.	[Insert outcome here]	[Insert outcome here]	All standards-aligned instructional materials will be current and contain UDL and EL components.	[Insert current difference from baseline here]
3	Student Growth Percentage (SGP) STAR assessment). As SGP will be used as a valid and reliable assessment for charter renewal by the CDE, it is important to show consistent growth as indicated by this measure.	Sonoma Charter's average Student Growth Percentage is currently 57 in both English Language Arts and Math. An SGP of 50 is the level of one year's normed progress.	[Insert outcome here]	[Insert outcome here]	The SGP will stay above 50.	[Insert current difference from baseline here]
4	English Language Arts achievement	The 2023 Dashboard indicates that SCS	[Insert outcome here]	[Insert outcome here]	SCS students will increase their	[Insert current difference from

		students are at the low performance level (orange). They are 20 points below standard.				performance level to yellow or green and be at the standard level.	baseline here]
5	Mathematics achievement	The 2023 Dashboard indicates that SCS students are at the medium (yellow) level. They are 42.6 points below standard.	[Insert outcome here]			SCS students will increase their performance level to green and be at the standard level.	[Insert current difference from baseline here]
6	English Learner Progress	The 2023 Dashboard indicates that English Learners are making medium (yellow) progress, with 45.9% making progress. This declined from 47.3% last year.	[Insert outcome here]			English Learner Progress will improve with at least 60% making progress per the Dashboard.	[Insert current difference from baseline here]
7	Data Manager	Data management and reporting is a critical part of being able to target instruction effectively. Formerly, the Academic Specialist did this.				Maintain this position or assign it as a part of another position.	

IMPROVED SERVICES FOR UNDER-PERFORMING STUDENTS

Goal #	Description	Type of Goal
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2	This goal seeks to improve achievement for under-performing students by improving services and securing evidenced-based programs/services to maximize learning for these students. SCS will increase academic growth, achievement and enrichment opportunities for all students, as well as close achievement gaps with underperforming student groups.	Broad
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State Priorities addressed by this goal.

4, 8

An explanation of why the LEA has developed this goal.

Per the Dashboard, Sonoma Charter’s unduplicated pupils are performing an average of 2 grade levels behind their peers. Hispanic students are also performing below their grade-level peers.

Based on STAR assessment results, unduplicated and other students are 1 or 2 grade levels behind their peers in English Language Arts and Math. In addition, their Student Growth Percentile shows low growth for many of these same students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Intervention Staff	0.4 Reading Intervention Teacher K3i Coaches to work with staff on use of data to inform instruction	[Insert outcome here]	[Insert outcome here]	Maintain and continue these services	[Insert current difference from baseline here]
2	After-school Intervention	Using ELOP funds, the Boys and Girls Club provides after-school intervention to unduplicated students	[Insert outcome here]	[Insert outcome here]	Maintain and continue this program	[Insert current difference from baseline here]
3	Instructional Assistants	6.75 hour instructional assistants for TK, K, 1 st , and 2 nd grades.	[Insert outcome here]	[Insert outcome here]	Maintain and continue this service	[Insert current difference from baseline here]
4	EL Instructional assistants	0.5 EL instructional assistant	[Insert outcome here]	[Insert outcome here]	2- 6.75 hour EL instructional ass'ts	[Current difference from baseline here]
5	Professional	Staff has received			Teachers and inst'l	

	Development	minimal professional development in working with unduplicated pupils, Univ. Des, for Lrng, and other curricula, instruction, data, assessment needs		asst's will all have participated in prof'l dev't trainings that will support working with unduplicated and underperforming pupils leading to higher achievement.
6	Evidence-based programs and services to meet needs of unduplicated pupils.	K-3 Proficiency Project Lexia English		Continued use of these programs and services or others that are determined to be more effective based on data. American more effective based on data. American

CULTURE AND CLIMATE

Goal #	Description	Type of Goal
3	Provide a safe learning environment that meets the intellectual, social, emotional, and physical needs of all students and staff.	Broad

State Priorities addressed by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

Since schools were shutdown due to COVID, SCS students have exhibited more social-emotional and behavioral needs and much worse attendance rates. The Youth Truth survey indicated that some of Sonoma Charter's lowest scores were in Culture (respect and behavior) and Belonging/Relationships (feeling like a part of the school community, friendliness, bullying).

The 2023 CA Dashboard also showed that the Suspension Rate was in the lowest performing or red zone, increasing from 0% in 21-22 to 3.6% of students being suspended at least one day in 23-24. The lowest performing (red) zone included students with disabilities, the low performing (orange) zone was comprised of all other student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Counseling services	Counselor providing 5 hours of services each week in 23-24, 9.5 hours in 24-25. Referrals for counselling exceed the time the counselor has to provide service.	[Insert outcome here]	[Insert outcome here]	Increase counseling to 2 or 3 days per week depending on need.	[Insert current difference from baseline here]
2	Student Supervisor	This position, providing support services for all students, coordinating services, and supporting classroom behavioral needs, was vacated early in 22-23. In 23-24, an instructional assistant was reassigned mid-year to this role.	[Insert outcome here]	[Insert outcome here]	Maintain and continue Student Supervisor services.	[Insert current difference from baseline here]
3	System for sharing confidential student behavior and other data with teachers and other staff on a consistent and need-to-know basis.	There is no current formal system that teachers can access and provide input to.			Formal system in place for information sharing for staff.	

4	Suspension rate	<p>In 2022-23, the Suspension Rate was 3.6%, up from 0% in 21-23.</p> <p>While a 0% suspension rate is admirable, the reality is that a 3.6% rate is only 8 students suspended. It is desirable to maintain a low suspension rate.</p>	Maintain a low suspension rate.
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Insert or delete rows, as necessary.

ENGAGEMENT

Goal #	Description	Type of Goal
4	<p>Increase family, student and community engagement.</p> <p>Provide students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, suspension rates and promotion rates.</p> <p>Seek input from all parents, and engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.</p>	Broad

State Priorities addressed by this goal.

3, 5

An explanation of why the LEA has developed this goal.

Based on the Youth Truth Survey and attendance data, SCS student engagement needs to improve. On the Youth Truth Survey, only 44% of 3rd-5th grade students “really enjoy going to school”, and 45% of 6th-8th grade school “enjoy school most of the time”.

On the 2023 CA Dashboard the school’s Chronic Absenteeism (absent for more than 10% of school days) metric was in the very low (red) zone, meaning a high chronic absenteeism rate (35%). By student group, Els, Hispanic, and Socioeconomically Disadvantaged students were all in the red zone (lowest performing) and white students were in the orange zone – low performing.

Parent involvement increased in the 23-24 school year as measured by parent attendance at meetings and events, but involvement in decision-making and other school involvement opportunities by English Learner and Hispanic families remains low.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate	Since COVID, the ADA rate has hovered around 92%	[Insert outcome here]	[Insert outcome here]	Attendance rate of 95%	[Insert current difference from baseline here]
2	Extra-and Co-curricular Offerings	Fine arts, music, leadership, performing arts, and intra- and inter-mural athletics provided	[Insert outcome here]	[Insert outcome here]	Continue these programs and expand as budget allows.	[Insert current difference from baseline here]
3	Community Liaison	0.3 FTE Community Liaison position	[Insert outcome here]	[Insert outcome here]	Increased community involvement by parents of EL and Hispanic students. Maintain and continue this position	[Insert current difference from baseline here]
4	School Website	Website has been improved, but needs more regular updating of information for the community			Regularly updated and appealing website.	
5	Other Communications	Parent Square, Monday folders, Board meeting reports, phone calls, and e-mail are all used to communicate with parents.			Continued usage of communication modes that work. Consideration of other vehicles to get more engagement (eg. Constant Contact or other text-based tool)	

6	Bilingual front office staff	SCS has had bilingual front office staff for the past 2 years. It has made a huge difference in parent communication.		Continue bilingual front office staff position.
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Insert or delete rows, as necessary.

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional materials aligned with state standards	ELA, Math, Science and Social studies instructional materials are current and aligned with state standards and include Universal Design for Learning materials	40,000	No
2	Professional Development	High quality professional development on working with unduplicated pupils, implementing Universal Design for Learning, working with neuro-diverse learners, alignment with Common Core, and other curricula, instruction, and assessment topics.	\$15,000	Yes
3	Data manager	Manages and reports on all achievement data: STAR, CAASPP, IRLA, Lexia, Waggle	\$20,000	No
4	0.4 Reading Intervention Teacher	Teacher dedicated to improving reading for unduplicated students who are underperforming on CAASPP and STAR	\$38,000	Yes
5	After School Intervention	Programming provided by Boys and Girls Club of Sonoma using ELOP funds augmented by Supplemental funding	\$112,000	Yes
6	Instructional assistants	TK, K, 1, 2 instructional assistants to support acquisition of reading and math skills	\$127,200	No
7	EL Instructional assistants	2 instructional assistants to work with EL students on ELD	\$46,000	Yes
8	K-3i Proficiency Project coaches	Coach teachers in use of data to drive instruction	\$5,000	No
9	Lexia English	Online program to support English Language acquisition	\$20,000	Yes
10	Counseling services	9.5 hours of counseling per week	\$34,000	No
11	Student supervisor	Position to support student social-emotional and behavioral needs	\$43,000	No
12	Data system for sharing confidential student information with staff	Additional module for current SIS	\$10,000	No
13	Community Liaison	Bilingual employee who actively recruits and works with Spanish speaking families	\$16,000	Yes
14	Attendance Clerk (part of front office)	Tracks attendance, sends out attendance letters, sets up SART and SARB meetings	\$7,000	No
15	Extra- and Co-curricular offerings	Contracts and stipends to provide these services	\$117,000	No

16	School website	Fee for maintaining and upgrading website	\$5,000	No
17	Parent Square	Communication program to reach all families	\$1,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$212,710	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.49%	0%	\$0	9.49%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2 Action 4	Several students, including many unduplicated students are below grade level in reading.	Reading intervention increases achievement in ELA for students, including unduplicated pupils, who are not reading at grade level	Goal 1, Metrics 3 and 4

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1, Action 9	EL students are not demonstrating much growth or achievement	This action provides additional instructional materials for English Language Development	Goal 1 Metric 6
Goal 2 Action 2	EL and other unduplicated students are not demonstrating much growth or achievement	Professional development for staff focused on effective instruction of unduplicated students	Goal 1, Metric 3,4,5,6
Goal 2 Action 5	After School Intervention	After School Intervention provides additional academic support for unduplicated students	Goal 1, Metric 3,4,5,6
Goal 3 Action 7	EL Instructional Assistants	These instructional assistants will be focused on working with EL students in English Language Acquisition	Goal 1, Metric 6
Goal 3 Action 13	Community Liaison	This position works with Spanish speaking families to help them interface more effectively with the school. Helping parents understand the system and how they can best support their students to achieve.	Goal 3, Metric 3 Goal 1, Metric 3,4,5,6

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to Charter Schools	Not applicable to Charter Schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to Charter Schools	Not applicable to Charter Schools

California Department of Education
November 2023

2023-24 Annual Update Table

	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 622,865.00	\$ 590,502.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Intervention Staff	Yes	\$ 125,200	\$ 99,728
1	2	After-School Intervention	Yes	\$ 146,085	\$ 126,011
1	3	Teaching Assistants (TK-3)	Yes	\$ 138,460	\$ 162,587
1	4	Professional Development	Yes	\$ 4,000	\$ 4,000
2	1	Technology Hardware	Yes	\$ 15,500	\$ 9,593
2	2	Technology Software	Yes	\$ 25,000	\$ 24,484
3	1	Attendance and Welfare	Yes	\$ 17,500	\$ 15,677
3	2	School Counselor	Yes	\$ 24,320	\$ 24,320
3	3	Extra and Co-Curricular	No	\$ 110,300	\$ 109,026
3	4	Positive Behavior Intervention System	Yes	\$ -	\$ -
4	1	Communication	No	\$ 5,000	\$ 850
4	2	Community Liason	Yes	\$ 11,500	\$ 14,226

2023-24 Continuing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)	
\$ 10,536	\$ 915,401	\$ 915,402	\$ 2,245	0.00%	0.00%	0.00%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
	1	Informational Staff	Yes	\$ 125,202	\$ 125,200	100%	100%
	2	Offic. Services for students	Yes	\$	\$ 24,230	0%	0%
	3	Outstanding Absentee (TKO) Services	Yes	\$ 52,181	\$ 52,180	100%	100%
	4	Books (Special Day/Subject)	Yes	\$ 4,000	\$ 4,000	100%	100%
	5	Technology (Hardware/Software)	Yes	\$ 16,500	\$ 16,500	100%	100%
	6	Discontin. Software	Yes	\$ 21,000	\$ 21,000	100%	100%
	7	Professional Development	Yes	\$ 11,500	\$ 11,500	100%	100%
	8	Service - hardware	Yes	\$ 24,220	\$ 24,220	100%	100%
	9	Equipe Villageor Information System	Yes	\$ 11,500	\$ 11,500	100%	100%
	10	Community - other	Yes	\$	\$ 14,235	0%	0%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage from Prior Year	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,142,745	\$ 183,543	0.00%	9.00%	\$ 343,452	0.00%	14.57%	\$0.00 - No Carryover	0.00% - No Carryover

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2024 - 25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Decrease Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage Increase or Decrease for the Coming School Year (3 + Carryover %)	Total Percentage to Increase or Decrease Services for the Coming School Year (3 + Carryover %)											
2024 - 25	\$ 2,792,571	\$ 212,710	0.465%	0.000%	0.465%											
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel									
	\$ 2,792,571	\$ 112,000	\$ 1,548,200	\$ 34,371	\$ 2,497,142	342,009	\$ 242,869									
Goal #	Action #	Action Title	Student Group(s)	Scope	Contributing to Increased or Improved Services?	Time Span	Location	Unduplicated Student Group(s)	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Percentage of Improved Services
1	1	Individualized instruction with state standards	All	Statewide	Yes	Ongoing	Sonoma Charter	All	18,000	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 20,000	0.000%	
1	2	Professional Development	All	Statewide	Yes	Ongoing	Sonoma Charter	All	15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	0.000%	
1	3	Data analysis	All	Statewide	Yes	Ongoing	Sonoma Charter	All	20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%	
1	4	0-4 Reading Intervention Teacher	All	Statewide	Yes	Ongoing	Sonoma Charter	All	25,000	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	0.000%	
1	5	After School Intervention	All	Statewide	Yes	Ongoing	Sonoma Charter	All	112,000	\$ 112,000	\$ -	\$ -	\$ -	\$ 112,000	0.000%	
1	6	Instructional Assistants	All	Statewide	Yes	Ongoing	Sonoma Charter	All	127,200	\$ 127,200	\$ -	\$ -	\$ -	\$ 127,200	0.000%	
1	7	Instructional Assistants	All	Statewide	Yes	Ongoing	Sonoma Charter	All	48,000	\$ 48,000	\$ -	\$ -	\$ -	\$ 48,000	0.000%	
1	8	K-3 Literacy Project coaches	All	Statewide	No	Ongoing	Sonoma Charter	All	5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%	
1	9	Spanish English	All	Statewide	No	Ongoing	Sonoma Charter	All	20,000	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	0.000%	
1	10	Counseling services	All	Statewide	No	Ongoing	Sonoma Charter	All	34,000	\$ 34,000	\$ -	\$ -	\$ -	\$ 34,000	0.000%	
1	11	Student support	All	Statewide	No	Ongoing	Sonoma Charter	All	45,000	\$ 45,000	\$ -	\$ -	\$ -	\$ 45,000	0.000%	
1	12	Data system for ongoing continuous support	All	Statewide	No	Ongoing	Sonoma Charter	All	10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	0.000%	
1	13	Continuity of care	All	Statewide	No	Ongoing	Sonoma Charter	All	16,000	\$ 16,000	\$ -	\$ -	\$ -	\$ 16,000	0.000%	
1	14	Attendance Clerk (part of form official)	All	Statewide	No	Ongoing	Sonoma Charter	All	7,000	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000	0.000%	
1	15	Early and Continuous Learning	All	Statewide	No	Ongoing	Sonoma Charter	All	7,000	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000	0.000%	
1	16	School website	All	Statewide	No	Ongoing	Sonoma Charter	All	5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	0.000%	
1	17	Parent Support	All	Statewide	No	Ongoing	Sonoma Charter	All	1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.000%	

2024 - 25 Contributing Actions Table

1. Projected LCOFF Base Grant	2. Projected LCOFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCOFF Carryover — Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCOFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCOFF Funds
\$ 2,242,511	\$ 212,710	9.485%	0.000%	9.485%	\$ 262,200	0.000%	11.692%	Total: \$ 262,200	\$ 262,200
								LEA-wide Total: \$ 46,000	\$ 46,000
								Schoolwide Total: \$ 216,200	\$ 216,200

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCOFF Funds)	Planned Percentage of Improved Services (%)
1	2	Professional Development	Yes	Schoolwide	All	Sonoma Charter	\$ 15,000	0.000%
1	4	0-4 Reading Intervention Teacher	Yes	Schoolwide	All	Sonoma Charter	\$ 38,000	0.000%
1	5	After School Intervention	Yes	Schoolwide	All	Sonoma Charter	\$ 0	0.000%
1	6	Instructional assistants	Yes	Schoolwide	All	Sonoma Charter	\$ 127,200	0.000%
1	7	EL Instructional assistants	Yes	Limited	English Learners	Sonoma Charter	\$ 46,000	0.000%
1	9	Lexia English	Yes	Schoolwide	All	Sonoma Charter	\$ 20,000	0.000%
1	13	Community Liason	Yes	Schoolwide	All	Sonoma Charter	\$ 16,000	0.000%

