



# Sonoma Charter School

## Regular Governing Board Meeting Agenda

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**Monday, February 10, 2020**

**5:30 p.m. Closed Session -- Admin Conference Room**

**6:30 p.m. Open Session -- Classroom 8**

**Sonoma Charter School, 17202 Sonoma Highway, Sonoma**

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**5:30 p.m. CALL TO ORDER**

**Recess to Closed Session** -- *Board to consider and/or take action related to:*

**Public Employment** (Govt. Code 54957)--

- **Personnel Assignment Order**
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**6:30 p.m. RECONVENE AND REPORT OUT**

**PUBLIC COMMENT:** The Governing Board recognizes the value of public comment on educational issues and provides this time for members of the audience to address the Board on any school-related matter not on this agenda. The Board can take no action at this time. Each speaker is to limit comments to three-minutes.

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## AGENDA

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**I. GOVERNANCE: Approval of Board Meeting Minutes for January 13, 2020.....Action**

**II. INFORMATIONAL UPDATES**

**A) 2019 California School Dashboard Indicators Report.....Discussion**

**B) Budget.....Discussion**

**C) Enrollment.....Discussion**

**D) Fundraising .....Discussion**



# Sonoma Charter School

## Regular Governing Board Meeting Minutes

### Monday, January 13, 2020 • 6:30 p.m. • Room 8

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**Closed Session:**

Report Out: Governing Board authorized the Director to make interim budget cuts up to the amount of \$85,000.

**Open Session:**

Meeting called to order at 6:38 p.m.

**Attendance:**

Present: Greg Stubbs, Alex Wilkens, Barbara Brooks, Rob Church, Elizabeth Link and Marc Elin, Director  
Absent: and Lissa Turnbull

**Public Comment:** None

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### AGENDA ITEMS

**I. APPROVAL OF MINUTES TO THE DECEMBER 16, 2019 MEETING ..... Action**

Rob Church.....I make a motion to approve.

Barbara Brooks...I second.

*All approve (Greg Stubbs and Elizabeth Link abstained, as they were absent for the 12-16-19 meeting)*

**II. FISCAL**

**A) Financial Statements with Independent Auditor's Report  
for the Fiscal Year Ended June 30, 2019 .....Action**

Chief Business Officer, Molly Koler, explained the Audit for Fiscal year 2018-2019.

Discussion about the audit.

Greg Stubbs.....Do I have a motion to approve?

Elizabeth Link.....Motion to approve.

Barbara Brooks...I second.

*All approve*

**B) Budget Adjustments in Preparation for Second Interim Financial Report .....Discussion**

Director Elin talked about the budget and the need for mid-year reductions that need to be made to create a larger starting balance for 2020-21 and positive revenue projection for 2021-22.

The Governing Board had authorized the Director in Closed Session to make interim budget cuts up to the amount of \$85,000. Mid-year budget adjustments would be made by the end of the Second Interim Financial Reporting Period (1-31-20).

**C) 2019-20 Enrollment Promotion Efforts .....Discussion**

Director Elin talked about new curricular experiences for grades 4 – 8 designed to attract and retain students during the middle school years (grades 6-7-8).

Parents and Board discussed ideas about school experiences and programs including sustaining the the tradition of overnight field trips and the need for providing assistance to students transitioning to high school (i.e., school options/selection and registration).

Elizabeth Link reported a summary from the Fundraising Committee about promoting three Open Enrollment Nights (Jan 20, Jan 29, and Feb 5) that were be supported by promotional banners and printed flyers and postcards. The full-color printed postcards have been delivered to all pre-schools to help promote the SCS throughout the year.

**D) 2019-20 Fundraising Efforts** .....Discussion

Discussion on fundraising numbers in the budget.

Greg Stubbs.....Do I have a motion to approve?

Alex Wilkens.....Looking at next year, we will still be over-spending and need to find a sustainable solution. I believe fundraising should not be a line item -- it should be zero.

Marc Elin.....Fundraising is an essential form of revenue all schools rely on -- especially small schools -- and so it is essential to show it in your budget. What is important, is that you use a conservative projection of what you will raise.

Greg Stubbs.....All budgets are just a prediction of what is going to happen.

Elizabeth Link reported on the results from the QVC donation-matching results from *Giving Tuesday*.






Elizabeth also provided updates related to grant writing and upcoming fundraising events including: Cookie-dough sales event in March and the *Great Sonoma Bakeoff* fundraiser for later spring with the goal would be to pull people from other parts of the Bay Area to the event.

Meeting adjourned.

Respectfully submitted,  
Molly Koler  
January 13, 2020

# Sonoma Charter

Explore the performance of Sonoma Charter under California's Accountability System.

<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow	<b>English Learner Progress</b>  No Performance Color	<b>English Language Arts</b>  Yellow
<b>Mathematics</b>  Yellow	<b>Basics: Teachers, Instructional Materials, Facilities</b> STANDARD MET	<b>Implementation of Academic Standards</b> STANDARD MET	<b>Parent and Family Engagement</b> STANDARD MET
<b>Local Climate Survey</b> STANDARD MET	<b>Access to a Broad Course of Study</b> STANDARD MET		

## School Details

<b>NAME</b> Sonoma Charter	<b>ADDRESS</b> 17202 Sonoma Highway Sonoma, CA 95476-3667	<b>WEBSITE</b> <a href="http://sonomachartersc...">http://sonomachartersc...</a>	<b>GRADES SERVED</b> K-8
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## Student Population

Explore information about this school's student population.

<b>Enrollment</b> <b>205</b>	<b>Socioeconomically Disadvantaged</b> <b>51.2%</b>	<b>English Learners</b> <b>30.7%</b>	<b>Foster Youth</b> <b>0%</b>
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# Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

### English Language Arts

Yellow

**8.3 points below standard**

**Increased 9.9 Points ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
1 Green	0 Blue	

[LEARN MORE](#)

### Mathematics

Yellow

**37.6 points below standard**

**Increased 26.8 Points ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
1 Green	0 Blue	

[LEARN MORE](#)

### English Learner Progress

**60% making progress towards English language proficiency**

**Number of EL Students: 35**

**Progress Levels**

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

## Local Indicators

[LEARN MORE](#)

### Implementation of Academic Standards

**STANDARD MET**

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

### Chronic Absenteeism



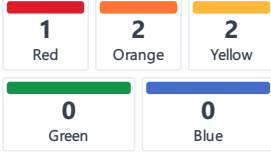
Yellow

12.3% chronically absent

Declined 0.9% ▼

EQUITY REPORT

Number of Student Groups in Each Color



### Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

### SONOMA CHARTER

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate



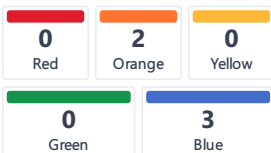
Yellow

0.9% suspended at least once

Increased 0.5% ▲

EQUITY REPORT

Number of Student Groups in Each Color



## Local Indicators

[LEARN MORE](#)

**Basics: Teachers,  
Instructional Materials,  
Facilities**

**STANDARD MET**

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[LEARN MORE](#)

**Parent and Family  
Engagement**

**STANDARD MET**

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[LEARN MORE](#)

**Local Climate Survey**

**STANDARD MET**

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# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Yellow

8.3 points below standard

Increased 9.9 Points ▲

Number of Students: 140

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

White



Blue

No Students



No Performance Color

Asian

Two or More Races

Students with Disabilities





### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Students with Disabilities



No Performance Color

67.5 points below standard

Increased 24.8 Points ▲

Number of Students: 29

### English Learners



Yellow

51 points below standard

Increased 21 Points ▲

Number of Students: 48

### Hispanic



Yellow

43.7 points below standard

Increased 17.6 Points ▲

Number of Students: 56

### Socioeconomically Disadvantaged



Yellow

26.4 points below standard

Increased 22.8 Points ▲

Number of Students: 76

### White



Green

14.6 points above standard

Increased 13.4 Points ▲

Number of Students: 71

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	33.4 points below standard	18.2 points below standard	8.3 points below standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### Current English Learners

107.1 points below standard

Declined 11.5 Points ▼

Number of Students: 22

### Reclassified English Learners

3.5 points below standard

No Data

Number of Students: 26

### English Only

13.1 points above standard

Increased 9.6 Points ▲

Number of Students: 91

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Yellow

37.6 points below standard

Increased 26.8 Points ▲

Number of Students: 140

### Student Group Details

#### All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

White



Blue

No Students



No Performance Color

Asian

Two or More Races

Students with Disabilities

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Students with Disabilities



No Performance Color

96.7 points below standard

Increased 47.5 Points ▲

Number of Students: 29

### English Learners



Yellow

83 points below standard

Increased 30.2 Points ▲

Number of Students: 48

### Hispanic



Yellow

85.8 points below standard

Increased 19.2 Points ▲

Number of Students: 56

### Socioeconomically Disadvantaged



Yellow

67.9 points below standard

Increased 23.2 Points ▲

Number of Students: 76

### White



Green

10.1 points below standard

Increased 35.1 Points ▲

Number of Students: 71

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	79.9 points below standard	64.4 points below standard	37.6 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

### Current English Learners

117.9 points below standard

Increased 12.3 Points ▲

Number of Students: 22

### Reclassified English Learners

53.5 points below standard

No Data

Number of Students: 26

### English Only

14.3 points below standard

Increased 30.4 Points ▲

Number of Students: 91

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

#### English Learner Progress

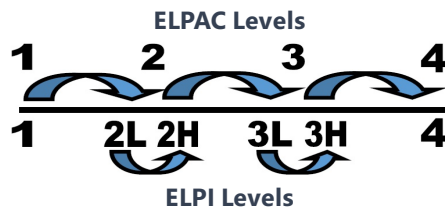
60% making progress towards English language proficiency

Number of EL Students: 35

Performance Level

High

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	14.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	25.7%
ELs who Maintained ELPI Level 4	8.5%
ELs Who Progressed at Least One ELPI Level	51.4%

## Local Indicators

STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

### Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

### Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
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English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
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Next Generation Science Standards

4	Full Implementation
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History - Social Science

4	Full Implementation
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### Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
---	--

English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
---	--

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
---	--

Next Generation Science Standards

4	Full Implementation
---	---------------------

History - Social Science

4	Full Implementation
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### Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for

English Language Development (Aligned to English Language

English Language Arts – Common Core State Standards for English Language Arts

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

History - Social Science

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Next Generation Science Standards

4 Full Implementation

### Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3 Initial Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

4 Full Implementation

World Language

1 Exploration And Research Phase

### Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

5 Full Implementation And Sustainability

Identifying the professional learning needs of individual teachers

5 Full Implementation And Sustainability

Providing support for teachers on the standards they have not yet mastered

5 Full Implementation And Sustainability

### Additional Comments

Using the Reflection Tool, Sonoma Charter School is pleased report no declines in categorical scores related to Implementation of State Academic Standards. Noteworthy is our increased scores of "5" (full implementation and sustainability) in the areas of English Language Arts, English Language Development, and Mathematics that were achieved through Instructional Coaching. Literacy and Math Coaches meet with each teacher (one-hour per week per subject) to work on instructional delivery and student performance goals, which improved dramatically during the 2018-19 school year. Instructional Coaching is both a philosophical and financial budgetary priority for the school.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Yellow

12.3% chronically absent

Declined 0.9% ▼

Number of Students: 211

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic



Yellow

Socioeconomically Disadvantaged

White



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Two or More Races



No Performance Color

9.1% chronically absent

Declined 8.6% ▼

Number of Students: 11

### Students with Disabilities



Red

20.9% chronically absent

Increased 4.7% ▲

Number of Students: 43

### English Learners



Orange

9.7% chronically absent

Increased 1.3% ▲

Number of Students: 62

### Hispanic



Orange

13.3% chronically absent

Increased 2.4% ▲

Number of Students: 90

### Socioeconomically Disadvantaged



Yellow

16.2% chronically absent

Declined 2.9% ▼

Number of Students: 111

### White



Yellow

12.4% chronically absent

Declined 2.4% ▼

Number of Students: 105



## STANDARD MET

### Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

#### **1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

All students enrolled at each grade-level (TK-8) receive access to the same broad course of study during the school day: • English Language Arts – Common Core State Standards for English Language Arts • English Language Development (Aligned to Common Core State Standards for English Language Arts) • Mathematics – Common Core State Standards for Mathematics • Next Generation Science Standards • History-Social Science • Physical Education Model Content Standards • Visual and Performing Arts • Health Education Content Standards

#### **2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

Sonoma Charter School is proud to maintain over time that all student groups in each grade-level (including English Language Learners and students with exceptional needs) receive access to the same broad course of study during the school day.

#### **3. Identification of any barriers preventing access to a broad course of study for all students.**

Sonoma Charter has not had any barriers at any grade-level that would prevent any/all students from having access to the same broad course of study.

#### **4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

Although all students at each grade-level have access to the same course of study, we also want all students to be successful in their pursuit of each grade-level subject. To that end, the school is implementing academic support time during the school for all students. This is common time at a grade-level where all learners (below grade-level, at grade-level, and above grade-level) can be challenged and supported with professionals in the classroom. This effort will become part of the school's tiered Response to Intervention program in 2019-20.

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Yellow

0.9% suspended at least once

Increased 0.5% ▲

Number of Students: 214

### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Students with Disabilities

White



Yellow

No Students



Green

No Students



Blue

English Learners

Hispanic

Socioeconomically Disadvantaged



No Performance Color

Asian

Two or More Races



### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

### Students with Disabilities



Orange

2.3% suspended at least once

Increased 2.3% ▲

Number of Students: 43

### White



Orange

1.9% suspended at least once

Increased 1% ▲

Number of Students: 106

### English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 62

### Hispanic



Blue

0% suspended at least once

Maintained 0%

Number of Students: 91

### Socioeconomically Disadvantaged



Blue

0% suspended at least once

Declined 0.9% ▼

Number of Students: 113

## Local Indicators

STANDARD MET

### Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

## STANDARD MET

## Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

### 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Initial Implementation

### 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

### 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

### Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Sonoma Charter School takes pride in the diverse support staff to support teachers, students, and families. In addition to highly qualified certificated teachers, Sonoma Charter School has a diverse support staff that includes: Community Liaison (bilingual), a Student Advisor for both primary and intermediate grades, and classroom teaching assistants (K-5). The combination of these professional provide multiple layers of communication and support related to each students. Parents are considered partners in the student's learning and drawn into two-way communication at each layer in the student support network.

### 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

### 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

### 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

### 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

In 2018-19, the school implemented new K-8 curriculum in English Language Arts (American Reading Company) and Mathematics (Eureka Math). Both new programs featured a variety of home-links that provided parents with the opportunity to work with their student on learning activities at home and report incremental student growth of specific academic standards. The student progress reporting tool was also changed in 2018-19 to a standards-based report card that was supported in schoolwide exposition events and parent conferences.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Initial Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Initial Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

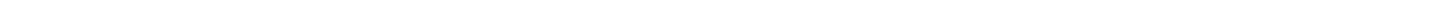
Initial Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Initial Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

Sonoma Charter School continues to reach out in multiple ways to the community in effort to increase parent engagement and encourage all voices to be heard. Increasing community feedback related to school decision-making input from varied sources (e.g., surveys, online responses, school initiated phone conversations, etc.).



STANDARD MET

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

## Local Climate Survey Summary

Data Tools -- Sonoma Charter School surveyed students, staff, and parents during spring 2019.

Parents -- An online survey in English and Spanish was administered with a 30% response rate. Responses to the survey confirmed the past trend of parent satisfaction with the school and the education their children were receiving.

Staff -- Certificated and Classified staff participated in a survey (80% response) that measured similar questions to the parent survey with the additional focus on professional development learning. Staff survey also continued a positive trend in all areas.

Students -- In the past the school had used the California Healthy Kids Survey. In May 2019, student in grades 5-8 took the "My Voice" Student Aspirational Survey. The new survey assesses student aspirations by asking students questions based on each of the 8 Conditions.

- 1) Belonging
- 2) Heroes
- 3) Sense of Accomplishment
- 4) Fun & Excitement
- 5) Curiosity & Creativity
- 6) Spirit of Adventure
- 7) Leadership & Responsibility
- 8) Confidence to Take Action

By asking students how they perceive their school environment, My Voice provides insight into understanding both what motivates and inspires students to achieve, and how well students believe their school is meeting those objectives. The purpose of this survey is to provide a context for exploring how students view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Use -- The school is intending using all the above data during the 2019-20 school year to create advisory groups to further explore and drive survey tool design for spring 2020.