

Sonoma Charter School
Regular Governing Board Meeting Agenda

Tuesday, May 23, 2023

5:30 p.m. Closed Session

* **6:15 p.m. Open Session** * *note later time*

Meeting will be accessible at school – Classroom 7, Sonoma Charter School

17202 Sonoma Highway, Sonoma, CA 95476
OR

Join Zoom Meeting

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

Meeting ID: 217 695 2793 Passcode: x4rPsF

Sonoma Charter School adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact us at 707-935-4232. All efforts will be made for reasonable accommodations.

Welcome to our Board meeting. Documents provided to a majority of the Governing Board regarding this agenda will be made available for public inspection in the School Office located at 17202 Sonoma Hwy., Sonoma, CA 95476 during normal business hours. Such writings and documents are posted on the School's website at <https://www.sonomacharterschool.org/> as well as on ParentSquare, and clicking on Board of Education. A file copy is also available in the the meeting room. Said file is not to be removed from the room.

AGENDA

5:30 p.m. CLOSED SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT - Opportunity for public to comment on Closed Session items(s).

The Board recognizes the value of public comment on educational issues and provides this time for members of the audience to address the Board on **any item to be disclosed in closed session**. Each speaker is requested to identify themselves prior to addressing the Board and to limit comments to three minutes.

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

PUBLIC EMPLOYEE PERFORMANCE EVALUATION (§ 54957) ⇒ Title: PRINCIPAL

III RECONVENE IN OPEN SESSION

Report action taken, if any, in Closed Session

6:00 p.m. OPEN SESSION

CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT

At this point on the agenda, opportunity is provided for an individual or representative of a group to make statements to the Board regarding an item not listed on the agenda. A

speaker shall be limited to 3 minutes (Board Bylaw 9323). The Board will not take action on an item introduced during this portion of the agenda as this would constitute an illegal act on the part of the Board.

II GOVERNANCE

- A. Approve Agenda Action
- B. Minutes
 - 1. Approve Minutes from Special Board Meeting April 17, 2023 Action
 - 2. Approve Minutes from Board Meeting April 18, 2028 Action
 - 3. Approve Minutes for Special Board Meeting May 2, 2023` Action
- C. Correspondence
 - 1. Consider Letter of Interest from Marc Elin for Vacant Community Board Member Position
 - 2. Consider Letter of Interest from Ross Cannard for upcoming (7/1/24) Vacant Parent Board Member Position
- D. Voting on New Board Members
 - 1. Marc Elin (to be seated immediately) Action
 - 2. Ross Cannard (to be seated July 1, 2023) Action
- E. Adopt 2023-2024 School Calendar Action
- F. Playground Supervision Information
- G. Cell Phones on Campus – Current Policy Information
- H. Adopt Board Policies Action
 - 1. Drop-Off and Pick-Up of Students and Parking
 - 2. School Calendar
 - 3. Internal Complaint Procedures - Special Education
 - 4. Internal Complaint Procedures – Uniform Complaints

III PROGRAMS & FINANCE

- A. Budget Update
 - 1. Monthly update, including attendance Information
 - 2. *Second Interim and SVUSD concerns* Information

IV INFORMATION & REPORTS

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

RECESS TO CLOSED SESSION AT _____

I PUBLIC COMMENT - Opportunity for public to comment on Closed Session items(s).

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

PUBLIC EMPLOYEE PERFORMANCE EVALUATION (§ 54957) ⇒ Title: INTERIM SUPERINTENDENT

III RECONVENE IN OPEN SESSION

Report action taken, if any, in Closed Session

MEETING ADJOURNED AT _____

Sonoma Charter School
Regular Governing Board Meeting Minutes

Tuesday, April 18, 2023

6:00 p.m. Open Session

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MINUTES

6:23 p.m. PUBLIC MEETING CALLED TO ORDER, ESTABLISHED QUORUM

Present: Trustees Skinner, White, Holladay, Perkins, Aviles; Principal Sowers, Int. Sup't Stone

I PUBLIC COMMENT

There was not public comment.

II GOVERNANCE

A. Approved Agenda Moved: White, Second: Perkins 5-0

B. Approved Minutes from Board Meeting March 28, 2023

Moved: Perkins, Second: Aviles 5-0

C. Adopted Board Policies

Moved: Perkins, Second: White 5-0

1. Administration of Medication
2. Public Records Request
3. Public Solicitations on School Grounds
4. Registration of Visitors and Guests

III PROGRAMS & FINANCE

A. Budget Update and recommendations regarding budget reductions presented by Jim Weber of Charter Impact, Fiscal Advisor. There was considerable discussion.

- a. Monthly update Discussion
- b. Budget reductions Discussion

IV INFORMATION & REPORTS

- A. Staff Reports Murals are being painted in the courtyard by students, 5th, 6th, 7th, and 8th grade students are finishing up Fitness Testing, Magic Club is going to have a draft, teachers and students have been gearing up for state testing, Open House is next week
- B. CCC Report – Teacher and Staff Appreciation Week is coming up, Family Dance is 5/12, Talent Show on 5/20, there will be a Mary’s Pizza Dine and Donate event
- C. Principal’s Report - The students and teachers are preparing for state testing, the 7-8 Discovery Learning Program will start next fall, Dr. Sowers approached Dunbar School about letting their families know that SCS would welcome their students.
- D. Superintendent’s Report – budget reductions and development have n=been all-consuming lately, but it is looking better than expected.
- E. Board Reports - none

MEETING ADJOURNED at 7:18pm

Sonoma Charter School
Special Governing Board Meeting Minutes

Monday, April 17, 2023

9:00 a.m. Closed Session

10:30 a.m. Open Session (estimated time)

Meeting will be accessible at school – Conference Room, Sonoma Charter School

17202 Sonoma Highway, Sonoma, CA 95476

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MINUTES

9:00 a.m. CALLED PUBLIC MEETING TO ORDER, ESTABLISHED QUORUM

Present: Trustees Skinner, White, Holladay. Principal Sowers, Interim Sup't Stone

I PUBLIC COMMENT - Opportunity for public to comment on Closed Session items(s).

No public comments were made

II CLOSED SESSION - Recess to Closed Session at 9:05 am – Board considered the following:

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE Gov. code §54954.5

III RECONVENE IN OPEN SESSION – 10:45 am

No action was taken in. closed session

10:30 a.m. CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT

No public comment was made

II PROGRAMS AND FINANCE

A. 2023-2024 Budget Reductions were discussed and planned.

Meeting adjourned at 11:30am.

Sonoma Charter School
Special Governing Board Meeting Minutes
Amended 4/27/2023

Tuesday, May 2, 2023

4:00 p.m. Closed Session

5:00 p.m. Open Session (estimated time)

Meeting will be accessible at school – Conference Room, Sonoma Charter School

17202 Sonoma Highway, Sonoma, CA 95476

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MINUTES

4:04 p.m. PUBLIC MEETING CALLED TO ORDER, ESTABLISH QUORUM

Present: Trustees Skinner, Holladay, Perkins, Aviles. Principal Sowers, Int. Sup't Stone

I PUBLIC COMMENT - Opportunity for public to comment on Closed Session items(s).

No public comments were made

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

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE Gov. code §54954.5

III RECONVENED IN OPEN SESSION

No action was taken in Closed Session

5:00 p.m. CALL PUBLIC MEETING TO ORDER, ESTABLISH QUORUM

I PUBLIC COMMENT

No public comments were made

II PROGRAMS AND FINANCE

A. 2023-2024 Budget Reductions

Reductions proposed by the Board were analyzed by Jim Weber at Charter Impact, so it looks like we have made enough reductions to demonstrate a healthy budget for the next 3 years.

B. Calendar for School Year 2023-2024 was discussed and will go to the staff for comments and thoughts. The Board agreed that a couple more staff development days can be built into the calendar.

MEETING ADJOURNED AT 6:05pm



Ross Cannard
1220 Fowler Creek Rd.
Sonoma, CA 95476
ross@vom.com
707 694 2779

Dear Sonoma Charter School board members,

I'm writing to express my interest in filling the open seat on the SCS board. My older daughter is currently in first grade at SCS, and my younger daughter will be joining the TK class in the fall. In the almost two years that we've been involved with SCS, I've been deeply impressed by the school, and by its commitment to education, community building, and the arts. My family and I feel very much at home here.

For these reasons, and because I feel that Sonoma Charter is an integral part of the valley community(of which I've been a member for my entire life), I would like to play a part in securing long-term stability and prosperity for SCS.

I hope that you will consider me in your search for a replacement member for the SCS board.

Respectfully,

Ross Cannard

MARC ELIN

2136 Millwood Court, Santa Rosa, CA 95403, 707-480-6448
<clin.family@att.net>

May 19, 2023

Belli Skinner
Sonoma Charter School Governing Board, Chair

Sonoma Charter School
17202 Sonoma Highway
Sonoma, CA 95476

Dear Belli,

I am writing to offer my service to the Sonoma Charter School Governing Board as a representative for the community at large (currently unfilled).

I'm honored to say that my five years as Director of Sonoma Charter represent the highlight to my 28 years in education (I retired in 2022). Anyone connected to SCS knows the strength of the school is its size and independence. Learning is a personal experience made even stronger in a place where everyone knows one another by name. SCS is a school of choice. Families choose SCS for its nurturing environment and ability to independently create unique educational programs. I want to help maintain those strengths.

I know firsthand the importance of a maintaining a diverse and active board of directors in non-profit settings. In addition to my experience working with the SCS Governing Board, I also am currently the Executive Director for K3-Innovation (educational foundation sponsoring the GLPP program at SCS and Sassarini Elementary) and a Board Member for the Hanna Center.

I believe my knowledge of the school and the families it serves will allow me to be an active representative voice for the SCS community at large. Please let me know what formal steps are needed in applying to be a community representative to the Governing Board.

Sincerely,



Marc Elin



Sonoma Charter School Calendar: 2023-2024 School Year

Month	M	T	W	Th	F	Workdays/Holidays	Days of Instruction	Certificated Workdays
JULY	3	4	5	6	7	4th - Independence Day Holiday	0	0
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
	31							
AUGUST		1	2	3	4	7th and 11th - Teacher Workdays*	14	19
	7	8	9	10	11	8th/9th - Teacher PD Days		
	14	15	16	17	18	10th - Welcome Back! Pupil Planning Day		
	21	22	23	24	25	14th - FIRST DAY OF SCHOOL		
	28	29	30	31		14th-16th - Early Release (1:15pm)		
SEPTEMBER					1		20	20
	4	5	6	7	8	4th - Labor Day Holiday		
	11	12	13	14	15	15th-17th - Rosh Hashanah		
	18	19	20	21	22	24th-25th - Yom Kippur		
	25	26	27	28	29	29th - Teacher Workday		
OCTOBER	2	3	4	5	6		22	21
	9	10	11	12	13	9th - Indigenous People's Day (CA)		
	16	17	18	19	20			
	23	24	25	26	27	27th - Teacher Workday - Trimester Ends		
	30	31						
NOVEMBER			1	2	3		15	16
	6	7	8	9	10	10th - Veteran's Day Holiday		
	13	14	15	16	17	13th-17th - Conference Week - Early Release		
	20	21	22	23	24	20th-21st Non-Student/Non-Teacher Days		
	27	28	29	30		22nd-24th - Thanksgiving Holidays		
DECEMBER					1	7th-15th - Hanukkah	16	16
	4	5	6	7	8	22nd - Early Release		
	11	12	13	14	15	25th-Jan 5th - Winter Break		
	18	19	20	21	22	25th-26th - Christmas Eve/Day Holidays		
	25	26	27	28	29	27th-29th - Non-Student/Non-Teacher Days		
JANUARY	1	2	3	4	5	26th - Jan 1 - Kwanzaa	17	17
	8	9	10	11	12	1st-2nd - New Year Holiday		
	15	16	17	18	19	3rd - 5th - Non-Student/Non-Teacher Days		
	22	23	24	25	26	15th - Martin Luther King Jr Holiday		
	29	30	31					
FEBRUARY				1	2		19	20
	5	6	7	8	9			
	12	13	14	15	16	16th - Teacher Work Day - Trimester Ends		
	19	20	21	22	23	19th - Presidents Day Holiday		
	26	27	28	29				
MARCH					1		16	16
	4	5	6	7				
	11	12	13	14	15			
	18	19	20	21	22			
	25	26	27	28	29	25th-29th - Spring Break		
APRIL	1	2	3	4	5	1st - Emergency Day if needed	21	21
	8	9	10	11	12			
	15	16	17	18	19	15th - Teacher Workday		
	22	23	24	25	26			
	29	30						
MAY			1	2	3	6th - 10th - STATE TESTING WEEK	20	21
	6	7	8	9	10	24th - Teacher Work Day/Emergency Day if needed		
	13	14	15	16	17	27th - Memorial Day Holiday		
	20	21	22	23	24	30th - LAST DAY OF SCHOOL - Early Release		
	27	28	29	30	31	31st - Teacher Work Day		
JUNE	3	4	5	6	7		0	0
	10	11	12	13	14			
	17	18	19	20	21	Juneteenth Holiday		
	24	25	26	27	28			
						180	187	

Starting Date for Students
August 14, 2023
Starting Date for Teachers
August 7, 2023
Starting Date for Classified
August 10, 2023

**ALL Wednesdays
and Early Release Days
Dismissal at 1:15pm**

**First Trimester Ends
October 27, 2023**

**Second Trimester Ends
February 16, 2024**

**Third Trimester Ends
May 30, 2024**

**WINTER BREAK
Dec. 25th, 2023 - Jan. 5, 2024**

**SPRING BREAK
Mar. 25-29, 2024**

**EMERGENCY DAYS
April 1, May 24, 2024**

**STAFF DEVELOPMENT DAYS
August 8-9, 2023**

**PUPIL PLANNING DAY
August 10, 2023**

TEACHER WORKDAYS
Aug. 7 and 11, 2023*
September 27, 2023
Oct. 27, 2023
Feb. 16, 2024
April 16, 2024
May 24 and 31, 2024**

*These workdays optional if classroom is ready for the first day of school

**Instructional assistants do not work on Teacher Workdays

**CLASSIFIED PAID HOLIDAYS
July 4, 2023 (12 mo emp)
September 4, 2023
November 10, 2023
November 22-24, 2023
December 25-26, 2023
January 1-2, 2024
January 15, 2024
February 19, 2024
May 27, 2024
June 19, 2023 (12 mo emp)**



TO ALL TEACHING ASSISTANTS AND SUPPORT STAFF

CONCERNING RECESS

Playground Injuries

The critical purpose of supervision is student safety.

Playground injuries account for the majority of school-related injuries.



Quality supervision can reduce the number of playground injuries.

BE PRESENT, BE FOCUSED, AND BE SAFE

BE PRESENT

- Be present - be in the moment.
- Be alert and attentive.
- Supervisors need to be actively supervising children.

BE FOCUSED

- Move through the area you are monitoring and visually scan the area constantly.
- Prolonged discussions with children or other supervising adults are discouraged. IT IS A DISTRACTION AND AFFECTS YOUR ABILITY TO SUPERVISE.
- No cell phone use. Exceptions - Use for time management and staff messaging for school purposes.
- Never leave your area unsupervised. If you must leave your location, alert the other supervisors so they can spread out to cover you.

BE SAFE

- Watch for inappropriate play. Unsafe play consists of hitting, aggressive holds on areas of the body, throwing a person to the ground, tackling, and kicking areas of the body as part of the game. Also, students can not throw any ball at someone as part of a game.
- A supervisor will escort any student involved in a physical altercation to the office to meet with the student support coordinator. After collecting all information, they will meet with the Principal.

- **SUPERVISORS ARE NOT to HELP OR LIFT CHILDREN WHO ARE NOT DEVELOPMENTALLY READY FOR LARGER RECESS EQUIPMENT.** We want to prevent any injuries to the student or the supervisor.
- One supervisor may help with organized play during recess, especially at the beginning of the school year. The Student Support Coordinator is also available for organized play. Supervisors engaged in organized play will be responsible for the students that are participating. (10-20 students)

Knowledge of the Playground Rules - This packet includes the SCS Playground Rules and Equipment Breakdown. Please be sure to read.

Pre-K and K will have access to the large and small structures. However, they will not be able to use the monkey bars, the two hanging pull-up hand grips next to them, and the rocking overhead bars by the green slide.

Children often get confused if the rules are not consistent. Changes to the rules will be discussed and changed during a T.A. or Staff meeting and communicated to all staff.

Progressive Recess Consequence Steps - Below is the updated Recess Consequence Steps created with the help of the 5th-grade students, their teacher, and the Student Support Coordinator. The consequence steps were made for clarity and fairness. We will continue to follow these steps.

**PROGRESSIVE RECESS CONSEQUENCE STEPS
2022-2023**

1. **Verbal Warning - 2nd Warning is an automatic reflection time.**
2. **5-Minute Reflection - Students will move away from the activity for a 5-minute reflection time. During that time, students will sit near the supervisor and have an opportunity to talk about what happened.**
3. **Activity Stops for that Recess - Supervisors will ask students to remove themselves from the activity for the remainder of recess.**
4. **Reminder from the Principal (Ms. Sowers) - Supervisors will inform the teacher and the Student Support Coordinator. The Student Support Coordinator will arrange for the student to meet with the Principal.**

Playground Supervision zones -- There is a minimum of one adult per zone.



ZONES

1. **Bark Area** - consists of the Play Structure, Swings, Black Tire, and the track portion closest to the bark area.
Coverage - 1 adult for all clusters.
2. **The front and back of the field**, including sections of the track
Coverage - 1 adult
3. **Basketball Court, Tetherball Area, and backfield**
Coverage - 1 adult
4. **Pre-K & Kinder Play Area**
Coverage - 1 adult (when in use)

Non-Play Areas: The stone wall around the playground, the landscaped areas around the trees, the fence line alongside the lunch tables behind the bark area, and the back of any buildings are considered non-play areas.

Whistles - Whistles will be used by supervisors when out on the playground. The whistle is more effective when reaching out to a large group of students.

Courtesy Notice During Recess/Break - A five-minute courtesy notice is given to students to use the restrooms before recess/break is over, except for Cluster 3 lunch recess. The whistle will sound at 1:25 for Cluster 3, signaling the end of recess. Students will have five minutes to get to their classrooms. All play equipment, including table activities, will be returned to its proper place during this time.

Exiting the Playground Area - Students must always ask a supervisor on duty to leave the playground during recess.

Assigned Minutes by a Teacher During Recess/Break - Students will stay with their teacher when they owe minutes for incidents during class time. Students will use this time for reflection or finish their assignments.

Student Issues During Recess - When student issues arise during recess, please speak to them away from their peers. After speaking with them, please follow the steps below if the problem persists.

1. Have the student/students take a break (sit down) close by where you can monitor them. It will allow time for reflection. (5 - 10 minutes)
2. Please check in with the student before allowing them to re-join any remaining recess.
3. If the student has difficulty accepting responsibility, contact the Student Support Coordinator or the Principal. (Remember to give brief information over the radio.) You will have time to debrief the staff member in person before they take charge.
4. If there is resistance, radio the office and ask for assistance.
5. Please inform the homeroom teacher of any incidents involving their students during recess.

After Recess/Break - The students will line up on the basketball court in a single file line. Each class will have its designated section—starting from the large container, Eighth, to Pre-Kindergarten. (Similar to the Fire Drill) The supervisors will remind the students to pick up any items left behind and return recess equipment to the equipment containers. Students are responsible for cleaning up the activity table before lining up.

Note: The Recess Supervisor will walk the students back to class.

First Aid - Please put a band-aid on the wound for minor injuries. If it needs cleaning, send students to the office. Always radio the office if you are sending a student. Playground Supervisors must assess and send all minor head injuries to the office. Do not move anyone who has excessive bleeding, a possible broken bone, concussion, etc. Radio the office and ask for assistance from the Health Tech and the Principal. When a wound is bleeding, put on your gloves first, use your thick pad, and place it over the wound with pressure. Stay with the student until help arrives. **DON'T FORGET YOUR GLOVES!!!**

Students feeling ill during recess may require assistance to the office. The office will inform the teacher or the supervisors on duty if the student will be going home. Please **DO NOT CALL OR TEXT** the parent from your phone. All calls need to come from the office.

Significant Injury - Refer to the section "Emergency Guideline" at the end of this packet.

Procedure for Cell Phones / Electronics - Student cell phones must be turned off during school hours and out of sight. They are not to have them out during recess. Students will get one warning before the supervisor confiscates the phone.

Note: Please note the student's name and turn it into the office. The Principal will determine when the student will get their phone back.

Snack Shack - The Snack Shack Coordinator will determine the opening date.

- The Shack will be open during Cluster 3 first break.
- It will be available to Cluster 2 students at a later date.
- After purchasing their snack, students are not allowed to hang out and socialize by the window. The Snack Shack supervisors will monitor the Snack Shack area.
- Students need to return to the back of Rooms 10 and 11 to eat their snacks.

Emergency Guideline

2022 - 2023

Listed below are guidelines to follow for a severe injury on the playground.

- Assess the injury. Call the office immediately and state the emergency. Repeat it twice. **Students will hear a whistle, followed by directions. You should hear that help is on the way. The other supervisors on duty will clear the rest of the students away from the area and have them return to class or the courtyard.**
- When a wound is bleeding, put on your gloves, use the thick pad supplied in your first aid pack, and place it over the wound with pressure. Radio to the office and ask for assistance from the Health Tech and the Principal. Stay with the student until help arrives. **DO NOT MOVE** anyone who has excessive bleeding or a possible broken bone.
- Once help arrives, please let the Health Tech and the Principal assess the situation and make the necessary decisions. It is essential to remain quiet until you are asked for information.
- When a 911 call has been made, please remain to see if you could be of assistance. (open fire lane gate, etc.) The Health Tech and the Principal will stay with the student.
- When the paramedics arrive, please stand back while they do their job. Stay close by in case they have any questions for you.
- When the emergency is over, check to see if you have come into contact with any blood or bodily fluids. If so, the office will assist you with the proper steps to clean up. Dispose of your gloves in the appropriate container. You will need to fill out an accident/injury report. Do not leave the campus until you have finished everything that is required.

Note: Remember, when necessary, the Principal or the Health Tech will make the 911 call. If the situation is life-threatening, place the 911 call and immediately contact the Principal and the Health Tech.

SONOMA CHARTER SCHOOL

Playground Rules and Safety 2022 - 2023

General Playground Safety Rules

- 1. Always play safe by being careful and showing courtesy.**
- 2. Never run around or push and pull others while near playground equipment. Keep your hands and feet to yourself. Physical contact and verbal abuse (mean words) are not permitted.**
- 3. Please don't go too close to the front or rear of moving equipment; instead, walk out around it.**
- 4. When you get off any equipment, make sure there isn't anyone in the way.**
- 5. Don't play on equipment that is wet because the surface will be slippery.**
- 6. Please don't climb trees, throw sand, play with rocks, gravel, or sticks. Digging on the track is not permitted.**
- 7. Take turns and get in line when more than one person wants to use equipment or when you are playing a game. By sharing, everyone will get a turn—no holding places or cutting in line. Use rock paper scissors to settle a disagreement.**
- 8. Sit properly on the equipment and do not overcrowd.**
- 9. Ask an adult for help if there is a problem or someone is hurt.**
- 10. Personal water bottles are allowed on the playground.**
- 11. Please do not bring any personal items such as toys, headphones, iPads, cellphones, etc., out to the playground.**
- 12. Always ask an adult for permission to leave the playground area.**

School Playground Rules

- 1. Students will not be on the playground without adult supervision.**
- 2. Walk carefully and don't run when coming out to the playground.**
- 3. Listen to and respect the adults on duty. Follow their directions the first time.**
- 4. Only play in the designated areas. If something you are using goes outside the play area, let an adult know. One student can retrieve the item.**
- 5. Side Gate: The side gate on the side of the field is off-limits for all students. Staff members are the only ones who can utilize this gate during school hours.**
- 6. Please don't walk on benches or tables.**
- 7. No one should lift or carry another student.**
- 8. Handrails on Campus: Handrails are for assisting in helping walk up the ramp or using the steps. They are not for sitting or hanging.**

Courtesy Whistle & End of Recess

One whistle signals the five-minute courtesy.
Three short whistle signals end of recess.

The five minute courtesy whistle signals students to return all recess equipment to its proper place and use the restrooms if needed. At the end of recess, Students will line up with their class in the assigned area (Basketball Court) and quietly walk back to the classroom with their teacher. Small play equipment bins will be placed in between the basketball court and the track.

Below is the breakdown of SCS Playground and Equipment.

Play Structure

Note: For safety purposes, TK/K and 1st-grade students will not use the Monkey Bars, Fire Pole, Overhead Rocking Bars, Hanging Lily Pad Poles, and the Single Bars attached to the play structure. These items will have yellow tape to alert the students.

1. No running on the top or under the play structure. No jumping out of the openings of the play structure.
2. Hanging upside down on any of the equipment is not allowed.
3. Students will play Tag, and chase games on the blacktop or the field. It is not safe to play these games on top or around the bottom of the structure.

Slides

1. Slide down feet first and sit up, never head first or on your back, knees, or stomach. Go down one at a time.
2. Check the bottom of the slide to see if it is clear before sliding down. When you reach the bottom, get off and move away from the end of the slide.
3. Do not run or walk up the slide.
4. Do not touch the plastic slide and shock someone.

Swings

1. Always sit in the middle of the swing; don't stand or kneel. Hold the chains with both hands. Stop the swing completely before getting off.
2. There is no jumping out of swings, twisting the chains, or swinging sideways. Don't swing empty seats!
3. Never double up with two students to a swing or try to swing too high.

4. If you need help with the swings, ask an adult or a student to push you gently to get started.
5. Stay a safe distance from the swing area. Be careful not to run or walk in front, back, or between the swings. Chasing games are not allowed by the swing area.
6. The waiting line for the swings is at both ends of the swing structure. Not in the middle!

Note: 2-minute timers are provided to students to keep time during recess.

Monkey Bars

1. Sitting on top or hanging upside down on the monkey bars is not allowed. Don't overcrowd the equipment—no more than two students at a time.
2. When getting down from any bars, make sure there is enough clearance between you and the equipment.
3. Do not run under the monkey bars.

Large Black Tire

1. Jumping off or standing on top of the tire is not allowed. Do not push or pull anyone sitting on top of the tire. There is limited seating on top of the tire.
Cl. 1 - Three students
Cl. 2 & 3 - Two students

Small equipment - (balls, skipping ropes, hoops, etc.)

1. Use the equipment in a safe, designated space.
2. Small equipment should not be in the bark area.
3. Be careful using the equipment so that you don't interfere with others. Try to stay in your own space.
4. When playing ball with others, be sure to take turns and play safely. No rough playing allowed!

Tumbling and Gymnastics

1. Simple tumbling and gymnastic moves are allowed on the grass.
2. Students are not allowed to spot each other.
3. Students will not use the backstop, outside walls of the Multi-Purpose Room, classrooms, and the palm tree for stunt support.

Tetherball

1. Tetherball is a two-person game. Please wait in line in the designated area to play the game.
2. Fouls - Players are not allowed to touch the rope at any point during the game. The ball should never be "carried" in the hands.
3. Students should not stand on the supporting tire or tilt the pole sideways at any time.

Basketball Court

1. Students may use the Basketball Court for different types of games.
2. The Court is a shared space. When needed, Students will play half-court during recess.
3. The Court will be off-limits during basketball tournaments for Cluster 3 or when used for PE.

Field

1. The field is open to everyone. (Pre-K, K, and 1st Grade will tour the playground and learn the boundaries before usage.)
2. Play-fighting or rough play is not allowed.
3. When rolling down on the grass, make sure you have plenty of space. The area must be clear of other students or equipment.

Note:

For safety reasons, students will play soccer and football with age-appropriate students. Yard duty supervisors will monitor all sports games closely. Any student who cannot follow directions or displays unsportsmanlike conduct will leave the game.

Below are the grade level combinations.

Pre-K & K

1st & 2nd

3rd, 4th & 5th

6th, 7th, & 8th

Note: For safety reasons, tackling will not be allowed during football games. Also, we ask that footballs be thrown and not kicked. Soccer games will not include penalty kicks. The ball will automatically go to the opposing team for a penalty.

PLAYGROUND RULES

2022 - 2023

PLAY STRUCTURE/BARK AREA

- NO RUNNING ON OR UNDER THE PLAY STRUCTURE / BARK AREA
- NO PLAYING CHASE OR TAG GAMES ON THE STRUCTURE OR BARK AREAS
- NO JUMPING OUT OF THE OPENING OF THE PLAY STRUCTURE
- NO HANGING UPSIDE DOWN FROM ANY BARS
- NO CLIMBING OUTSIDE OF NON-CLIMBING STRUCTURES

SWINGS - ONE PERSON AT A TIME

- WAIT IN DESIGNATED AREA - BOTH ENDS OF THE SWING STRUCTURE (Not the Middle)
- STUDENTS ARE TO BE SEATED ON THE SWINGS
- NO JUMPING OUT OF SWINGS
- NO RUNNING AND DODGING THE SWINGS
- NO HANGING ON BARS BETWEEN THE SWINGS

- **NO TWISTING THE CHAINS OR SWINGING SIDeways**
- **2 MINUTE TURNS (Timers provided by Playground Supervisors)**

SLIDE - ONE PERSON AT A TIME

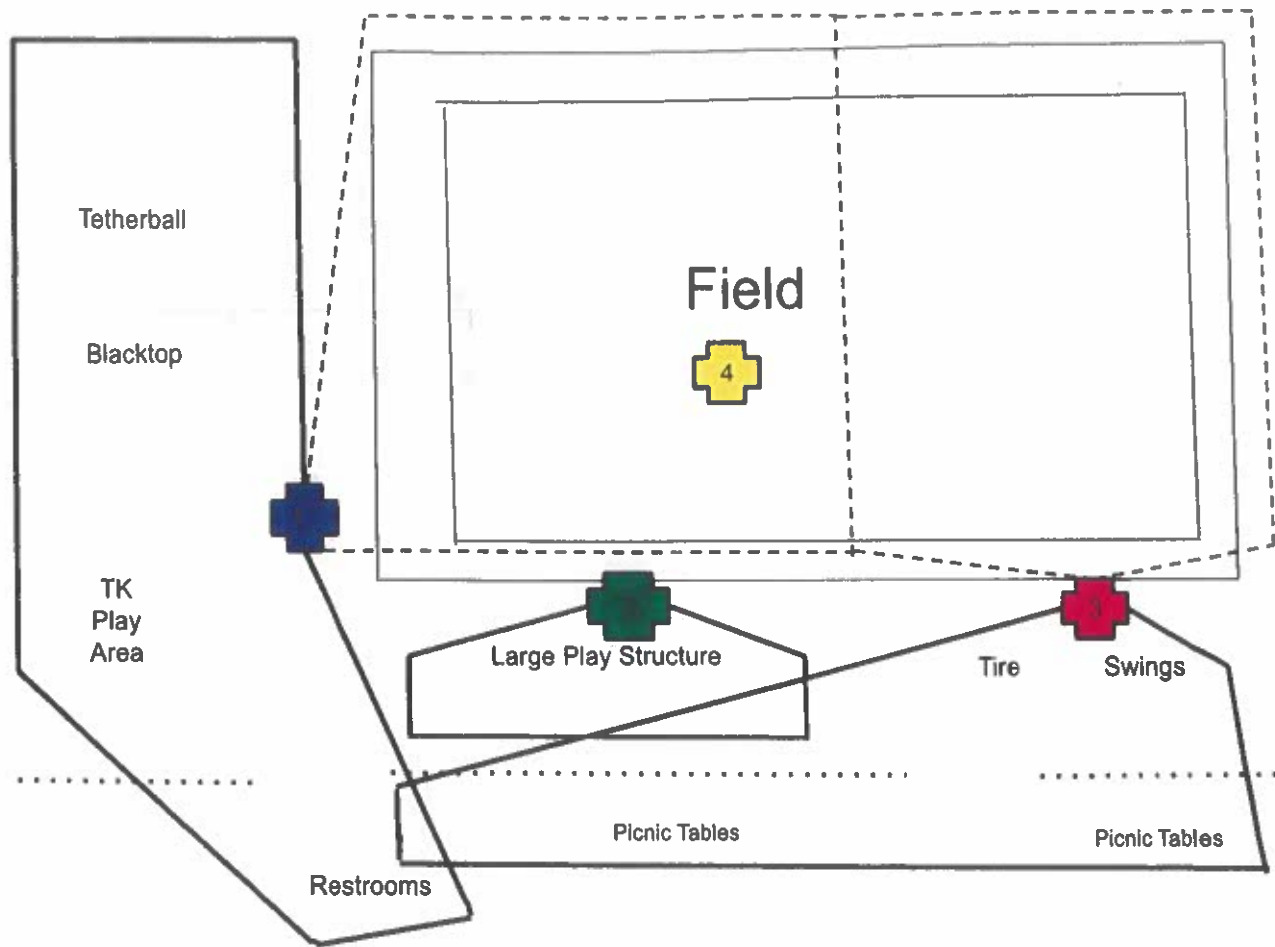
- **NO RUNNING/WALKING UP OR DOWN THE SLIDE**
- **SEATED ONLY. SLIDE FEET FIRST, BOTTOM DOWN**

BLACK TIRE - SEATING ON TOP IS PERMITTED

- **SEATING ON TOP:
CLUSTER 1 - 3 STUDENTS
CLUSTER 2 & 3 - 2 STUDENTS**
- **NO STANDING ON TOP OF THE TIRE**
- **NO PULLING OR GRABBING SOMEONE WHILE THEY ARE CLIMBING ONTO THE TIRE OR SITTING**

**USE ALL ITEMS THE WAY THEY WERE INTENDED.
FOLLOW THE DIRECTIONS OF ADULT
SUPERVISORS.**

Supervision Zones



Please bring your walkie talkie with you when you are doing supervision.

When there are only three adults doing supervision, make sure that zones 1, 2, and 3 are covered. Please note, that if we only have three adults on supervision then the people in zones 1 & 3 will also supervise the field. If there are four adults doing supervision, then one of those adults should supervise the field.

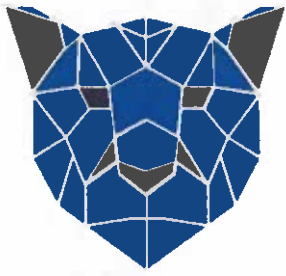
The adult who is supervising the play structure should only supervise the play structure. This is a large area with a lot of nooks and crannies that need to be supervised for safety. If you are in zone 2 please walk around the play structure to supervise all sides.

If you are in zone 1, please walk by the restrooms periodically.

Please do not allow students to go on the other side of the fence until an adult is there to supervise. Please do not allow students to go to the courtyard unsupervised. Please remain in your zone and use your walkie talkie to tell the office when you are sending a student in for assistance (you can get band-aides from the office to keep with you while you are supervising, if you'd like.)

Thank you!





We are **S.T.A.R.s!**

Behavior Matrix				
SCHOOL RULES				
AREA/ SETTING	WE ARE S APE	WE T AKE RESPONSIBILITY	WE A RE PROBLEM SOLVERS	WE ARE R ESPECTFUL
MPR	<ul style="list-style-type: none"> *We keep our hands to ourselves *We use soft voices *We keep calm bodies 	<ul style="list-style-type: none"> *We keep track of our items *We take care of each other and our environment *We throw away trash. 	<ul style="list-style-type: none"> * We say our problems without blame *We take the appropriate steps to try and solve our own problem before seeking adult for non dangerous problems *We find ways to compromise if possible 	<ul style="list-style-type: none"> *We listen and follow instructions the first time *We are mindful of everyone's personal space *We make good choices
Assemblies	<ul style="list-style-type: none"> *We walk with our class to the assembly location *We sit in the designated area for our class *We wait for instruction for dismissal 	<ul style="list-style-type: none"> *We keep our bodies to ourselves *We talk when appropriate *We use appropriate language 	<ul style="list-style-type: none"> * We ask an adult for help if we need help 	<ul style="list-style-type: none"> *We sit facing the presenters *We remain quiet unless we are asked to participate *We use full body listening
Classroom	<ul style="list-style-type: none"> *We use materials appropriately *We have calm bodies, keep hands to ourselves, and walk *We use appropriate voice levels 	<ul style="list-style-type: none"> *We are accountable for our actions *We come to class ready to learn *We eat or drink as allowed by our teacher 	<ul style="list-style-type: none"> *We take the appropriate steps to try and solve our own problem before seeking adult for non dangerous problems *We find ways to compromise if possible 	<ul style="list-style-type: none"> *We raise our hand before speaking *We treat others kindly *We follow classroom-specific rules

Playbox	<ul style="list-style-type: none"> *We walk with our class to the playbox *We keep our hands to ourselves *We sit and stay in our chair during performances 	<ul style="list-style-type: none"> *We tell an adult if we see something out of place *We come to this space ready to learn and participate 	<ul style="list-style-type: none"> *We take the appropriate steps to try and solve our own problem before seeking adult for non dangerous problems 	<ul style="list-style-type: none"> *We sit facing the presenters *We remain quiet unless we are asked to participate
Art Room	<ul style="list-style-type: none"> *We handle materials with care *We have calm bodies, keep hands to ourselves, and walk *We use soft voices 	<ul style="list-style-type: none"> *We clean materials and return them to their proper place *We come to class ready to learn 	<ul style="list-style-type: none"> *We take the appropriate steps to come up with a solution 	<ul style="list-style-type: none"> *We share materials with others * We respect everyone's art work. *We follow directions the first time
Office	<ul style="list-style-type: none"> *We walk into the office *We stand to the side or sit calmly 	<ul style="list-style-type: none"> *We state the reason why we are in the office *We ask the office staff to use the phone before dialing 	<ul style="list-style-type: none"> *We tell the office staff what we need or how they can help 	<ul style="list-style-type: none"> *We wait for our turn to talk to the office staff *We are respectful to the office staff
Courtyard	<ul style="list-style-type: none"> *We walk *We keep our hands and bodies to ourselves *We use safe bodies and hands 	<ul style="list-style-type: none"> *We walk directly to our next location *We keep the courtyard clean 	<ul style="list-style-type: none"> *If we see something unsafe or inappropriate, we say something to an adult 	<ul style="list-style-type: none"> *We speak quietly so we do not disrupt classes *We respect others' belongings. * We are good examples for other students.
Morning Ceremony	<ul style="list-style-type: none"> *We keep our hands and body to ourselves. *We stay with our class 	<ul style="list-style-type: none"> *We line up at our classroom door as soon as we hear the opening drum. *We stay in our classroom area before the drum 	<ul style="list-style-type: none"> *We take the appropriate steps to try and solve our own problem before seeking adult for non dangerous problems 	<ul style="list-style-type: none"> *We listen quietly to the speaker and participate appropriately *We take our hats and hoods off *We follow directions
Families	<ul style="list-style-type: none"> *We walk calmly to and from families *We stay with our family group *We have calm bodies 	<ul style="list-style-type: none"> *We are active participants *We are kind to others 	<ul style="list-style-type: none"> *We support others who may need help *We make sure we have all necessary materials 	<ul style="list-style-type: none"> *We use materials appropriately *We respect unfamiliar classrooms/classroom items and rules *We are a good example for others

<p>Snack/Lunch</p>	<ul style="list-style-type: none"> *We only eat our own food *We stay seated at a table while eating *We stay within appropriate areas 	<ul style="list-style-type: none"> *We place all trash in the appropriate bins *We wait at our table until we're dismissed *We face forward in the lunch line, and we are ready to take our tray and walk to our table 	<ul style="list-style-type: none"> *We attempt to resolve differences through respectful communication *We seek adult support if needed for resolution 	<ul style="list-style-type: none"> *We follow directions *We are welcoming of all students *We are respectful of tables, games, plants, and other items.
<p>Recess</p>	<ul style="list-style-type: none"> *We walk in the bark areas *We walk on the play structure and we use the playground equipment appropriately *We respect personal space and keep hands to ourselves *We follow the playground rules 	<ul style="list-style-type: none"> *We put equipment/games away when we are done *We follow the rules of the game *We use the restroom before the end of recess *We stay in the appropriate areas 	<ul style="list-style-type: none"> *We are willing to compromise *We wait for our turn *We talk out any problems * We get an adult to help as needed 	<ul style="list-style-type: none"> *We show good sportsmanship while playing games *We use all equipment/games appropriately *We include everyone *We speak kindly to others
<p>Restrooms</p>	<ul style="list-style-type: none"> *We put all trash into the trash can *We stay in our own stall *We are timely (it's a potty not a party) 	<ul style="list-style-type: none"> *We leave phones in backpacks *We flush the toilet *We clean up if needed *We return to class promptly 	<ul style="list-style-type: none"> *We report issues to our teacher immediately *We seek an adult if someone needs help 	<ul style="list-style-type: none"> *We allow others to have privacy *We use supplies appropriately *We keep water and towels off the floor *We use soft voices
<p>Arrival</p>	<ul style="list-style-type: none"> *We wait in the MPR until the gate opens *We remain inside the school gates near our classroom when the gate opens 	<ul style="list-style-type: none"> *We clean our space before we leave *We park our bikes or scooters in the rack by the MPR *We finish our breakfast before leaving the MPR 	<ul style="list-style-type: none"> *If we arrive after 8:15 we go to the office before we go to our classrooms. 	<ul style="list-style-type: none"> *We talk calmly with others by our classroom while waiting for Morning Ceremony to begin. *We walk quietly to Morning Ceremony with our class
<p>Dismissal</p>	<ul style="list-style-type: none"> *We stay with our class until our adult/bus arrives *We walk our bikes on campus 	<ul style="list-style-type: none"> *We have all of our belongings ready to go when dismissed 	<ul style="list-style-type: none"> *We use the office phone to call home as needed 	<ul style="list-style-type: none"> *We are mindful of personal space *We use an appropriate voice level

Field Trips	*We stay with the adult leaders *We follow adults' directions	*We keep track of our own belongings	*We ask adults questions if we need information	*We are mindful of personal space *We use an appropriate voice level *We are respectful of all chaperones, presenters/guides, and the location
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Regulations for Electronic Signaling Devices

Limiting or Prohibiting the Use of Electronic Signaling Devices on the Charter School Campus

Sonoma Charter School permits students to possess electronic signaling devices (e.g., cell phones, smart watches, & other mobile devices) on school grounds and while attending school-sponsored activities, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If brought to school or to a school-sponsored activity, ALL devices (including watches) must be turned off and be kept in the student's backpack during the school day or activity, except where deemed medically necessary or when otherwise permitted by the teacher or administration. No student shall be prevented from using his/her cell phone in case of an emergency, except where that use inhibits the ability of school district employees to effectively communicate instructions for the safety of students or where the use may increase danger to students.

The school is not responsible if items are lost or stolen.

Violations of the above will result in the following consequences:

1st incident: Confiscation & return of phone at the end of the day.

2nd incident: Confiscation, parent pick up.

3rd incident: Incident will be considered defiance and will be referred to the administration. A student's right to carry such devices may be revoked for subsequent offenses except where deemed medically necessary.

Notwithstanding the above, students shall not be prohibited from using or possessing a smartphone on campus, while attending school-sponsored activities, or under the supervision or control of school employees under any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to the student to possess or use the smartphone, subject to any reasonable limitation they may impose.
- When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the student. (Physician's note required.)
- When the possession or use of a smartphone is required in a student's individualized education program.

Adopted: April, 14, 2019

Amended:



DROP OFF AND PICK UP OF STUDENTS & PARKINGIntroduction

The safe arrival and departure of students is of paramount concern to the Charter School. The Charter School has promulgated the following policy and requests that students and parents adhere to its procedures in order to ensure the safety of all students and staff.

In addition, the Charter School desires to be a good neighbor to the residents surrounding the Charter School premises. Parents can help the Charter School to be a good neighbor by following the rules of the road and exercising courtesy to neighborhood residents.

General Guidelines

All visitors to the Charter School are expected to adhere to the rules of the road when driving on or around the Charter School premises. All visitors are expected to drive slowly when students are present.

Motor vehicles of any kind, including but not limited to, motorcycles, motor scooters, and motorized skateboards, are not allowed on the Charter School premises in any area except the parking lot or designated drop-off and pick-up areas.

Arrival and Departure of Charter School Students

Parents are requested to adhere to the following rules:

1. Drive slowly through the school zone.
2. Pay close attention to the directions of any crossing guard at any crosswalk or traffic light. He or she is trying to help get students to school safely.
3. When approaching the area designated for student pick-up and drop-off, remain patient and stay to the right side of the area. There shall be no passing around other vehicles.
4. Parking is not allowed in the pick-up and drop-off zone. If you want to leave your car for any reason, you must park out on Valetti Drive or on one of the side streets.
5. The parking lot is for staff parking and handicapped parking ONLY. It is not a pick-up or drop-off area. If parked in a handicapped space, a state-issued handicapped placard or license plate must be displayed.
6. When you pull to the curb of the designated pick-up and drop-off area, the first car should pull as far forward as possible before stopping.
6. When leaving, pull out slowly and look carefully for students and other cars.

7. For afternoon pick-ups, if you arrive early, park in the order of arrival and wait patiently. After the children are dismissed, the first car should pull forward as far as possible to wait for his or her child.
8. Treat other drivers with respect.

Procedures

Students to be picked-up and dropped-off must report to the designated area when they are dismissed from class.

Parking

Parking spaces designated for employee use and handicapped use shall be utilized accordingly.

Adopted:

Amended:

SCHOOL CALENDAR

The Director/Administrator of the charter school or his/her designee shall annually present to the Board no later than its first meeting in June the proposed school calendar for the following school year, unless the chartering District has not yet released its calendar.

The school calendar shall comply with all requirements of the law, needs of the community, students, staff and parents/guardians. The school calendar shall indicate the beginning and end of school dates, regular school days, professional development days, teacher work days, number of teaching days, legal and local holidays, vacation periods, and other pertinent dates.

Adopted: May 23. 2023

Amended:

INTERNAL COMPLAINT PROCEDURES FOR COMPLAINTS RELATING TO SPECIAL EDUCATION

It is the policy of the Sonoma Charter School (the “School”) to maintain a positive and productive educational environment. The School is primarily responsible to ensure that it is compliant with all applicable federal and state special education laws and regulations. There are some circumstances, however, when parents/guardians believe that a violation of federal or state special education law is occurring in the following areas: 1) violations of Part B of the IDEA, and regulations implementing Part B; or 2) violations of Part 30 of the Education Code and the related regulations; or 3) complaints that an LEA or other public agency has violated the terms of a settlement agreement relating to the provision of a free, appropriate public education (an allegation relating to an attorney fees provision in a settlement agreement is expressly excluded); 2) complaints that the LEA or other public agency has failed or refused to implement a due process hearing order to which that LEA or other public agency is subject; 3) complaints that a public agency, other than an LEA, fails or refuses to comply with a law or regulation applicable to that public agency as it pertains or relates to the provision of a free appropriate public education to individuals with disabilities; or 4) complaints that allege facts that indicate that physical safety concerns interfere with the provision of a free appropriate public education.

Additionally, the School shall not directly or indirectly use or attempt to use the official authority or influence of the School employee for the purpose of intimidating, threatening, coercing, or attempting to intimidate, threaten, or coerce, any person, including, but not limited to, a teacher, a provider of designated instruction and services, a paraprofessional, an instructional aide, a behavioral aid, a health aid, other educators or staff of the School, a private individual or entity under contract with the School, or a subordinate of the employee, for the purpose of interfering with the action of that person at any time, to assist a parent or guardian of a pupil with exceptional needs to obtain services or accommodations for that pupil.

If the parent/guardian/student has a complaint relating to an evaluation or plan under section 504 of the Rehabilitation Act of 1973 (“section 504 plan”), the parent/guardian/student may complain to the School Superintendent. If that does not resolve the issue, the parent/guardian/student may make a formal complaint to the School’s section 504 designee Dr. Hilary Sowers, Principal.

Filing a Complaint:

If the parent/guardian/student/organization believes that a violation of state or federal special education laws or regulations is occurring, and the issue is not resolved informally, the parent/guardian/student/organization may file a signed written complaint with the California Department of Education (“CDE”). All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision is made. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or a disability, the school staff will assist the person with filing the complaint.

The complaint filed must include the following: 1) a statement that an Local Education Agency (“LEA”) or other public agency has violated or failed to comply with any provision set forth above; 2) the facts on which the statement is based; 3) the signature and contact information for the complainant; and 4) if alleging violations with respect to a specific child: A) the name and address of the residence of the child; B) the name of the school the child is attending; C) in the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending; D) a description of the nature of the problem of the child, including facts relating to the problem; and E) a proposed resolution fo the problem to the extent known and available to the party at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received in accordance with federal regulations. The party filing the complaint must forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE.

The state complaint procedures, investigations, and reports include those provisions set forth in 34 C.F.R. sections 300.151 through 300.153.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Appeal of CDE’s Investigation Report

Within 30 days of the date of the CDE Investigation Report, either party may request reconsideration by the Superintendent of Public Instruction (“SPI”) or the SPI’s designee. The request for reconsideration shall specify and explain why: 1) relative to the allegation(s) of the complaint, the CDE Investigation Report lacks material findings of fact necessary to reach a conclusion of law; and/or 2) the material findings of fact in the CDE Investigation Report are not supported by substantial evidence; and/or 3) the legal conclusion in the CDE Investigation Report is inconsistent with the law; and/or 4) in a case in which the CDE found noncompliance, the required corrective actions fail to provide a proper remedy.

The CDE shall respond in writing to the request for consideration within 60 days of the receipt of the request.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School’s website.

Adopted: May 23, 2023

Amended:

INTERNAL COMPLAINT PROCEDURES

It is the policy of the **Sonoma Charter School** (the “School”) to maintain a positive and productive working and educational environment. The School does not discriminate on the basis of disability, gender, gender identity, gender expression, nationality, national origin, ethnic group identification, age, mental disability, physical disability, medical condition, genetic information, marital status, race, color, ancestry, or ethnicity, religion, sex, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in California Penal Code section 422.55 in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. OCR Notice of Non-Discrimination for Title VI, IX, Section 504, Age Disc. Act and Boy Scouts Act. The School is primarily responsible to ensure that it is compliant with all applicable federal and state laws and regulations. There are some circumstances, however, when employees or students may take issue with other employees or students or someone may believe that a violation of federal or state law is occurring in certain educational programs. The School encourages complainants to first address the issue with the other person directly using conflict resolution skills when possible.

Types of Complaints to be Filed Using the Uniform Complaint Procedure (UCP): If, however, the complainant does not feel comfortable with this approach or the complaint involves harassment, discrimination, intimidation, or bullying based upon the above-identified characteristics, or any other legally protected category, in its programs or activities, federal or state laws, or regulations governing educational programs, or improper student fees, failure to accommodate lactating students, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) resources, failure to comply with statutes relating to foster care pupil records transfers or foster care pupil education or a complaint that the School has not complied with the requirements of Education Code sections 47606.5 (annual update to goals and annual actions) or 47607.3 (outcomes for pupil subgroups), as applicable, or other violation of state or federal law under the following programs: **Federal Title I-VII programs, including improving academic achievement, compensatory education, English learner programs, Child Nutrition Programs, Special Education Programs, or Safety Planning Requirements, Physical Education: Instructional Minutes; and Pupil Instruction: Course Periods without Educational Content** the complainant must use the below identified complaint procedure. The School will investigate complaints and seek to resolve them in compliance with this policy.

Internal Procedures:

The Director has the responsibility to maintain a work place and educational environment free from any form of sexual or other unlawful harassment, discrimination or conduct. Unlawful discrimination or harassment may be based upon actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, age or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other

category protected by law. Consequently, should the Director become aware of any conduct that may constitute discrimination, harassment or other prohibited behavior, immediate action will be taken to address and remediate such conduct.

Making a Complaint: Any person who has experienced or is aware of a situation that is believed to be sexually and/or otherwise unlawfully harassing or represents a violation of law as identified above, has a responsibility to report the situation immediately to the Director of SCS, 17202 Sonoma Highway, Sonoma, CA 95476, 707-935-4232. Employees who believe they have been the victim of any employment discrimination should follow the complaint procedures identified in the employee handbook. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the School will assist the complainant in filing the complaint.

If the employee or student is not comfortable contacting the Director, or if that individual is not available, the employee or student should contact the Office Manager, 17202 Sonoma Highway, Sonoma, CA 95476, 707-935-4232, who has been designated to handle inquiries regarding the non-discrimination policies and other complaints identified. A Harassment/Retaliation/Unlawful Conduct Complaint Form may be obtained from the school Office or the Director.

Anonymous Complaints: Any employee or student who believes that there has been a violation of state or federal law as articulated above, or an improper imposition of student fees, should make a written complaint to the Director. Students making a complaint of improper fees or complaints that the School has failed to comply with Education Code sections 47606.5 or 47607.3, may make the complaint anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable Education Codes.

6 Month Limit on Certain Complaints: Complaints relating to discrimination (other than employment discrimination) must be filed within six months of the alleged discrimination or when the complainant first obtained knowledge of the alleged discrimination, unless an extension has been obtained from the Director or President of the Board of Directors or his/her designee. Such extension by the above or their designee shall be made in writing. The period for filing may be extended by the Director or President of the Board of Directors or his/her designee for good cause for a period not to exceed 90 days following the expiration of the six month time period. The Director or President of the Board of Directors shall respond immediately upon a receipt for extension.

Informal Resolution: If the parties mutually agree, the complainant and the School may resolve the matter through mediation or otherwise informally. If mediation fails to resolve the matter, or the parties do not agree to mediate the matter, the formal complaint procedure identified below shall be followed.

Investigation of Complaints: If the complaint alleges wrongdoing involving discrimination (other than employment discrimination) or claims of failure to comply with applicable state or

federal laws or regulations, the School will complete an investigation and submit to the complainant a written decision regarding the complaint within 60 days of receipt of the complaint. During the investigation, the complainant, his/her representative or both, will have the opportunity to present the complaint and evidence or information leading to evidence to support the allegations of the complaint. The 60 day timeframe may be extended by the written consent of the complainant.

Refusal by the complainant to provide the investigator, at any level of the investigation, with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegations.

Complaints will be handled as discreetly as possible, consistent with the need to investigate effectively and promptly resolve the matter.

The Director will be knowledgeable of the laws/programs that he/she is assigned to investigate. If the complaint alleges employment discrimination, the Board of Directors will send it to the Department of Fair Employment and Housing (the “DFEH”) for investigation as required by law.

Written Decision: The Director or Board of Directors shall prepare a written decision, which decision shall contain the following: 1) findings of fact based on the evidence gathered; 2) conclusions of law; 3) disposition of the complaint; 4) the rationale for such disposition; 5) the corrective actions, if any are warranted; 6) notice of the complainant’s right to appeal the School’s decision to the California Department of Education; and 7) the procedures to be followed for initiating an appeal to the Department of Education. Within 60 days of receipt of the complaint, the Director or President of the Board of Directors will send a copy of the written decision to the complainant.

Appeal of School’s Decision

Appeal to CDE: Except for complaints regarding instructional materials and teacher vacancies or misassignments, a complainant may appeal a decision to the California Department of Education (“CDE”) by filing a written appeal within 15 days of receiving the decision. The complainant shall specify the basis for the appeal and whether the facts are incorrect and/or the law is misapplied. The appeal should be accompanied by a copy of the locally filed complaint and a copy of the School’s decision. If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution. If the CDE determines that the decision failed to address an issue raised by the complaint, the CDE will refer the matter to the School to make the necessary findings and conclusions on any issue not addressed. The School will have 20 days to make those findings.

Any employee found to have participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible dismissal. Any student found to have

participated in improper harassment or discrimination will be subject to disciplinary action, up to and including possible suspension or expulsion.

External Procedures: Filing a Complaint with the DFEH.

Employees or job applicants who believe that they have experienced unlawful employment discrimination or harassment may file a complaint directly with the DFEH. The DFEH serves as a neutral fact-finder and attempts to help the parties voluntarily resolve disputes. If the DFEH finds sufficient evidence to establish discrimination occurred and settlement efforts fail, the DFEH may file a formal accusation.

Employees may also pursue the matter through a private lawsuit in civil court after a complaint has been filed with the DFEH and a Right to Sue Notice has been issued. For more information, contact the DFEH toll free at (800) 884-1684, or email the DFEH at contact.center@dfeh.ca.gov or visit its website at www.dfeh.ca.gov. To contact the nearest field office of the Equal Employment Opportunity Commission (“EEOC”), call 1-800-669-4000. You should be aware that state and federal law provide time limits within which complaints must be filed. Contact the relevant agency to determine the applicable time limit.

Retaliation Policy

It is in violation of the School’s policy for the School or any employee to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment decisions, fail to treat impartially in the context of any recommendations for subsequent employment that the School may make, adversely affect working conditions or otherwise deny any employment benefit to an individual because that individual has opposed practices prohibited by law or has filed a complaint, testified, assisted or participated in any manner in an investigation, conducted by the DFEH or their staff. Any employee retaliating against another employee, applicant or student will be disciplined, up to and including termination.

Examples of protected activities under the School’s retaliation policy include seeking advice from the DFEH or Commission; filing a complaint with the DFEH, irrespective of whether the complaint is actually sustained; opposing employment practices the employee reasonably believes to exist and believes to be a violation of the law; participating in an activity that is perceived by the School as opposition to discrimination, whether or not so intended by the employee expressing the opposition; participating in the proceeding of a local human rights or civil rights agency on a legal basis.

Nothing in this policy shall be construed to prevent the School from enforcing reasonable disciplinary policies and practices, nor from demonstrating that the actions of an applicant or employee were either disruptive or otherwise detrimental to legitimate business interests so as to justify the denial of an employment benefit.

Dissemination

The School will send to students, employees, parents or guardians of its students, school advisory committees, and other interested parties a notice of rights under this policy on an annual basis. Upon request, a copy of this policy will be made available free of charge and is also available on the School's website.

Adopted: May 23, 2023

Amended:





Sonoma Charter School

Monthly Financial Presentation – April 2023



April Highlights

Highlights

- Forecast annual deficit (\$190K).
- P-2 ADA at budget (191), AMIM funding forecast 50% (\$62K), LRBG funding forecast 100% (\$216K).
- Cash seasonally declining during June-July, recommend active cashflow management to ensure balance.

<i>Financial Snapshot</i>			
	Forecast	Budget	Fav/(Unf)
Enrollment	210	210	0
ADA	191.6	191.3	0.2
Attendance Rate	91.2%	91.1%	0.1%
Revenue	2,982,806	3,147,861	(165,055)
Expenses	3,173,139	3,201,046	(27,907)
Surplus (Deficit)	(190,333)	(53,185)	(137,148)
Beginning Fund Balance	544,172	544,172	
Ending Fund Balance	353,839	490,987	(137,148)
<i>Min recommended (15%)</i>	11%	15%	
	475,971		

Compliance and Reporting

- Arts, Music (AMIM) funding requires board approved plan prior to use of funds – June meetings?
- LCAP and budget presentation and approval due in June.

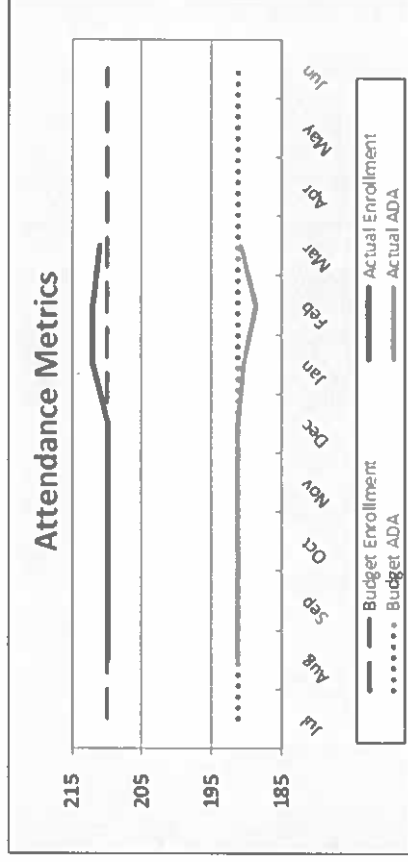


Attendance Data and Metrics

Enrollment and Per Pupil Data

Enrollment & Per Pupil Data			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	210	210	210
ADA	192	192	191
Attendance Rate	91.2%	91.2%	91.1%
Unduplicated %	45.0%	45.0%	45.0%
Revenue per ADA		\$15,570	\$16,452
Expenses per ADA		\$16,564	\$16,730

Attendance Metrics



P-2 ADA 191.57 maintained P-1, attendance rate near 91%.
LCFF is calculated at \$10,863 per ADA.

Revenue

- April Updates
- Forecast includes 50% of AMIM.
- Forecast includes 100% of LRBG if matched to eligible activity – 50% reduction would cut (\$108K).
- Pending awards – status of fundraising (forecast \$55K) and ECF award \$47K?

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Revenue			
State Aid-Rev Limit	\$ 1,610,395	\$ 1,612,482	\$ (2,086)
Federal Revenue	26,339	32,783	(6,444)
Other State Revenue	448,880	446,464	2,416
Other Local Revenue	7,402	7,155	247
Total Revenue	\$ 2,093,016	\$ 2,098,883	\$ (5,867)

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
	\$ 2,081,026	\$ 2,078,426	\$ 2,599
	71,227	70,293	934
	719,522	788,125	(68,603)
	111,031	211,016	(99,985)
Total	\$ 2,982,806	\$ 3,147,861	\$ (165,055)

	2022/23	2023/24	2024/25
Arts, Music & Instructional Materials Discretionary	\$ 61,959	\$ 61,959	\$ -
Learning Recovery Emergency Block Grant	216,199	-	-
Block Grant Funding forecast	\$ 278,158	\$ 61,959	\$ -



Expenses

- **April Updates**
 - Changes compared to prior month – increased forecast SPED services (\$15K).
 - Forecast favorability in payroll, required to limit current year loss.
 - Planning – 2023/24 budget reduced to \$2.7 million and 225 enrolled to build budget stability.

	Year-to-Date		
	Actual	Budget	Fav/(Unf)
Expenses			
Certificated Salaries	\$ 855,218	\$ 850,752	\$ (4,466)
Classified Salaries	522,652	548,548	25,896
Benefits	443,897	457,578	13,680
Books and Supplies	175,951	202,979	27,028
Subagreement Services	40,376	41,649	1,273
Operations	77,345	83,830	6,484
Facilities	19,496	20,929	1,433
Professional Services	313,721	304,685	(9,036)
Depreciation	5,164	5,164	(0)
Interest	-	-	-
Total Expenses	\$ 2,453,821	\$ 2,516,113	\$ 62,292

	Annual/Full Year		
	Forecast	Budget	Fav/(Unf)
	\$ 1,041,894	\$ 1,031,910	\$ (9,984)
	629,757	666,408	36,651
	541,025	558,063	17,037
	235,575	233,554	(2,021)
	145,980	145,980	-
	98,455	96,455	(2,000)
	25,266	25,086	(180)
	448,990	437,393	(11,596)
	6,196	6,196	(0)
	-	-	-
	\$ 3,173,139	\$ 3,201,046	\$ 27,906

Surplus / (Deficit) & Fund Balance

- Forecast loss (\$190K) depending in grant allocations.
- Fund balance forecast \$353K, 11% expenses, below goal 15%+.

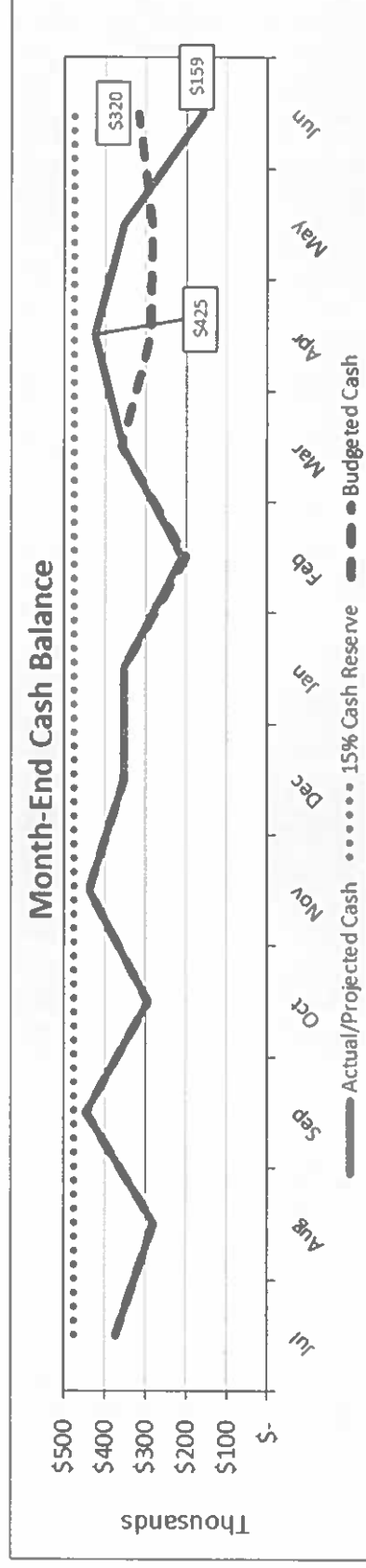
Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ (360,805)	\$ (417,230)	\$ 56,425
544,172	544,172	
<u>\$ 183,367</u>	<u>\$ 126,942</u>	
5.8%	4.0%	

Total Surplus(Deficit)
 Beginning Fund Balance
 Ending Fund Balance
 As a % of Annual Expenses

Annual/Full Year		
Forecast	Budget	Fav/(Unf)
\$ (190,333)	\$ (53,185)	\$ (137,149)
544,172	544,172	
<u>\$ 353,839</u>	<u>\$ 490,987</u>	
11.2%	15.3%	

Cash Balance

- Current cash is **\$425K**.
- Cash below 15% threshold, will require surplus years to establish consistent balance at this level.
- Cash decreasing during June-July (seasonal timing), ongoing review of timing recommended.



Appendices

As of April 30, 2023

- Cash Flow – Monthly and Annual Forecast
- Statement of Financial Position (Balance Sheet)
- Accounts Payable Aging
- Check Register



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Trustees:
Anne Ching
John Kelly
Troy Knox
Catarina Landry
Celeste Winders

To: Catherine Stone
Interim Superintendent
Sonoma Charter School

From: Joshua Braff
Associate Superintendent: Business Services
Sonoma Valley Unified School District

Date: April 30, 2023

Subject: 2nd Interim Report

Dear Ms. Stone,

One of our responsibility as the sponsoring agency for Sonoma Charter under Education Code Section 47604.32 is to review the fiscal condition of the charter to ensure fiscal sustainability. As part of that role, we review interim reports. This letter addresses our review and any concerns with the 1st interim report.

Current Year

Your 2nd interim reports a projected net decrease, a deficit, for the 2022-23 year of (\$53,185.) This is a increase in projected ending fund balance from 1st interim of \$42,445, which was originally a surplus at budget adoption. The major changes are an increase to unrestricted and restricted revenues of roughly \$50,000. Total expenditures increased by \$8,000; which is easily attributed to normal operations.

End of Year Fund Balance

Based on the expected deficit of (\$53,185), the expected ending fund balance will be \$330,935. The EFB is made up entirely of unrestricted funds due to a contribution of \$116,766 from the unrestricted balance to cover the negative restricted balance, an increase of \$15,000. This is a reserve equal to 9.67% of your 22/23 expenses. While this is a slight increase from 1st interim, we would like to see your charter have a goal to keep a reserve of at least 10% in order to be fiscally responsible in 22/23 an beyond.

Multi-Year Projections

The Multi-Year projection for 2nd interim reflects an increase in your ending fund balance in the two out years. Revenue projections reflect decreases in one-time funding, consistent with the Governor's budget proposal in January. At 1st interim, your projections showed continued deficit spending. Now, you have a large surplus of over \$300,000 per year. This is due to a significant decrease in salaries, supplies, and services. With your ADA projected to grow or remain stable, this is a cause for concern. We would be interested in hearing rational as to how you can reduce

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Trustees:
Anne Ching
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Troy Knox
Catarina Landry
Celeste Winders

these line items while maintaining a higher ADA. We are happy to see that SCS is attempting to grow the ending fund balance to cover any future financial issues.

Next Steps and 2nd Interim

Based on the information you have provided, Sonoma Charter School is in good financial health in 2022/23, but there is some concern in the out years due to plans to reduce salaries and supplies without losing students. As a Charter, your cash flow statement must always have a positive balance at the close of every month. During 1st interim we requested to see your cashflow statement. We would still like to review your cash flow projection at the time of second interim to ensure SCS is still on track for the end of 2022-23. We look forward to reviewing the Budget report in June.

Summary

We appreciate all the work that has been done and the time spent by the Sonoma Charter staff. If you have any question please call Joshua Braff at (707) 935-4229

Sincerely,

A handwritten signature in black ink, appearing to read 'Joshua Braff', is written over a large, stylized, light-colored graphic that resembles the letters 'JB'.

Joshua Braff
Associate Superintendent: Business Services

Cc:

Elizabeth Kaufman, Acting Superintendent Sonoma Valley Unified School District
Jeffrey Erkelens, Strategic Advisor, Sonoma Charter School
SVUSD Board of Trustees

Sonoma Charter School
Monthly Cash Flow/Forecast FY22-23
 Revised 2/17/23

ADA = 191.34



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accounts	Annual Forecast
Revenues														
State Aid - Revenue Limit														
8011 LCFF State Aid	17,720	17,720	31,897	31,897	31,897	31,897	31,897	(5,281)	(5,281)	(5,281)	(5,281)	(5,281)	-	166,522
8012 Education Protection Account	-	-	9,302	-	-	9,302	-	-	11,056	-	-	-	-	18,268
8019 State Aid - Prior Year	-	-	-	-	-	-	-	1,157	1,157	1,157	1,157	(4,628)	-	-
8096 In Lieu of Property Taxes	-	96,093	192,186	128,124	128,124	128,124	128,124	128,124	314,246	157,123	157,123	157,123	157,123	1,871,636
	17,720	113,813	233,385	160,021	160,021	169,323	169,021	124,000	311,178	152,999	152,999	155,822	157,123	2,479,456
Federal Revenue														
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	25,375	-
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	7,589	7,421	-	-	7,589	-	-	7,358	-
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	1,143	1,143	-	-	1,140	-	-	2,278	-
8290-4127 Title IV	-	-	-	-	-	2,500	2,500	-	-	2,500	-	-	2,500	-
	-	-	-	-	-	10,069	11,464	-	-	11,230	-	-	37,511	-
Other State Revenue														
8311 State Special Education	7,165	7,165	12,897	13,009	13,245	13,009	13,009	13,159	30,960	15,480	15,480	15,480	-	154,899
8550 Mandated Cost	-	-	-	-	-	3,412	-	-	-	-	-	-	-	7,482
8560 State Lottery	-	-	-	-	-	13,634	-	-	-	11,023	-	-	20,691	45,348
8598 Prior Year Revenue	-	-	-	1,165	-	6,470	-	-	-	-	-	-	-	7,435
8599-7600 Expanded Learning Program	-	-	27,736	13,138	13,138	13,138	13,138	13,159	13,159	13,159	13,159	13,161	-	144,085
8599-6053 Universal Prekindergarten Planning Grant	-	-	28,878	-	-	-	-	-	-	-	-	25,000	-	53,878
8599-6266 Educator Effectiveness Block Grant	-	-	20,453	-	-	-	-	-	-	-	-	-	-	20,453
8599-6546 ERMS	-	930	837	837	837	837	837	-	1,674	837	837	837	-	9,300
8599-1 Low Incidence	-	-	-	-	-	-	-	-	-	-	-	-	-	9,000
8599-6762 Arts, Music & Instructional Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	9,000
8599-7435 Learning Recovery Emergency Block Grant	-	-	-	-	106,100	-	-	-	-	-	-	-	-	123,917
	7,165	8,095	90,801	28,149	135,320	30,396	47,067	13,159	45,793	40,499	29,476	286,494	25,691	769,125
Other Local Revenue														
8660 Interest Revenue	682	-	-	482	-	-	627	-	-	600	-	600	-	2,991
8689 Other Fees and Contracts	-	-	-	-	-	-	-	-	-	-	-	47,545	-	47,545
8699 School Fundraising	-	117	117	234	-	-	-	-	-	-	100,000	55,717	-	194,186
8980 Contributions, Unrestricted	682	117	117	717	4,295	-	827	-	-	600	100,000	103,862	-	4,395
	25,457	122,025	324,303	188,887	299,636	209,808	219,899	137,159	366,971	205,328	282,475	546,178	220,324	3,147,861
Total Revenue														
Expenses														
Certificated Salaries														
1000 Certificated Personnel - Special Ed	-	8,277	11,711	11,711	11,711	11,711	12,241	12,241	12,241	12,241	12,241	12,241	-	120,565
1100 Teachers' Salaries	-	70,092	63,409	63,409	57,576	57,576	57,978	57,907	57,907	57,907	57,907	57,907	-	699,575
1170 Teachers' Substitute Hours	-	-	1,280	2,336	-	2,068	2,988	455	455	455	455	455	-	10,964
1175 Teachers' Extra Duty/Supends	-	-	25	470	-	-	-	-	-	-	-	-	-	5,495
1200 Pupil Support Salaries	-	3,030	3,784	3,387	2,973	2,082	2,645	3,059	2,898	3,220	3,542	1,127	-	31,746
1300 Administrators' Salaries	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	12,917	-	153,400
1900 Other Certificated Salaries	3,385	3,385	3,783	4,045	4,358	4,521	4,073	3,850	3,850	4,750	4,450	-	-	40,345
	12,917	97,702	98,507	98,174	89,534	90,893	92,943	90,438	90,267	90,989	91,511	89,646	-	1,031,810
Classified Salaries														
2100 Instructional Salaries	-	39,094	47,322	43,160	44,855	36,119	46,257	50,549	48,416	52,682	56,947	30,500	-	495,302
2200 Support Salaries	476	7,091	7,666	8,776	6,535	5,125	5,824	5,581	5,288	5,875	6,463	5,956	-	70,655
2400 Clerical and Office Staff Salaries	5,330	8,557	9,534	8,390	7,494	7,976	9,020	8,389	8,228	8,550	8,872	9,122	-	99,852
	5,806	55,242	64,524	60,327	59,874	49,219	61,101	64,519	61,932	67,107	71,282	45,579	-	664,608
Benefits														
3101 STRS	1,830	17,257	17,241	17,334	16,138	11,729	16,403	17,272	17,241	17,379	17,479	17,122	-	184,024
3202 PERS	752	12,660	14,805	13,658	12,487	11,070	13,934	16,369	15,712	17,029	18,338	11,563	-	130,393
3301 OASDI	360	3,279	3,971	2,346	3,471	2,944	3,763	4,000	3,840	4,161	4,461	2,826	-	37,481
3311 Medicare	270	2,213	2,337	2,293	2,136	2,015	2,217	2,247	2,207	2,291	2,375	1,961	-	24,343
3401 Health and Welfare	13,028	3,542	9,908	10,611	11,967	11,103	10,669	9,375	9,375	9,178	9,178	9,178	-	117,702
3501 State Unemployment	93	763	806	789	859	690	759	276	138	69	69	69	-	5,381
3601 Workers' Compensation	1,787	-	-	6,391	-	-	6,391	2,726	2,726	2,726	2,726	2,726	-	26,198
	18,321	39,713	49,067	53,422	47,898	39,551	54,136	52,264	51,139	53,027	54,843	45,642	-	558,083

Sonoma Charter School
Monthly Cash Flow/Forecast FY22-23
 Revised 2/17/23

ADA # 191.34



	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast
Books and Supplies														
4100 Textbooks and Core Curricula Materials	7,397	3,098	6,945	4,335	668	1,545	96	603	-	-	-	-	-	9,000
4302 Instructional Materials and Supplies: General Ed	18,534	491	57	5,761	13,606	2,196	-	5,007	-	-	-	-	-	16,686
4310 Computer Software & Digital Subscriptions	25	139	3,775	3,331	847	103	605	1,235	1,235	1,235	1,235	1,235	-	45,652
4310 Office Expense	-	-	666	-	260	-	-	834	834	834	834	834	-	15,000
4321 Instructional Materials and Supplies: Art	-	-	-	446	-	-	-	411	411	411	411	411	-	5,064
4322 Instructional Materials and Supplies: Special Ed	-	8,107	1,225	1,340	-	-	-	111	111	111	111	111	-	2,500
4330 Campus/Landscape Supplies	-	1,169	-	1,209	178	42	-	-	-	-	-	-	-	10,000
4331 Tech software/computer supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000
4370 Custodial Supplies	-	-	376	458	242	823	424	838	838	838	838	838	-	6,515
4380 Maintenance Supplies	-	1,066	700	37	741	647	43	213	253	253	253	253	-	4,500
4400 Noncapitalized Equipment	-	50,808	1,248	-	5,400	11	-	907	907	907	907	907	-	62,000
4401 TK Materials and supplies	25,956	64,877	14,921	17,039	21,683	5,627	1,334	20,897	15,287	10,659	10,659	10,659	-	51,764
Subagreement Services	-	-	-	-	-	-	-	-	-	-	-	-	-	263,154
S106 Expanded Learning Scholarships/Cost (Boys and C	-	-	-	-	-	8,075	-	11,191	11,191	11,191	11,191	11,191	93,140	205,969
Operations and Housekeeping														
5200 Coaching, Training & Overnight Field Trips	-	315	-	(1,235)	-	6,660	-	1,748	1,248	1,248	1,248	1,248	-	12,000
5300 Dues & Memberships	-	677	-	16	-	-	-	471	471	471	471	471	-	3,046
5400 Insurance	27,624	48	3	50	205	1,315	916	347	347	347	347	347	-	27,624
5501 Electricity	48	628	758	628	1,256	678	628	628	628	628	628	628	-	4,500
5502 Janitorial/Trash Removal	-	-	-	-	765	-	842	527	527	527	527	527	-	7,500
5530 Water	-	-	-	-	-	-	-	518	518	518	518	518	-	5,000
5580 Sewer	-	-	-	-	-	-	-	18	18	18	18	18	-	2,592
5590 Campus Projects (Labor)	-	11,163	-	600	2,150	-	-	1,188	1,188	1,188	1,188	1,188	-	14,000
5591 Landscape/Campus grounds maintenance	-	-	-	1,260	1,440	-	-	718	718	718	718	718	-	8,640
5900 Telephone	367	714	966	536	567	615	742	718	718	718	718	718	-	8,100
5901 Postage and Shipping	-	32	79	-	-	66	170	651	651	651	651	651	-	1,400
28,667	13,576	1,806	1,855	6,384	3,229	9,304	3,229	6,313	6,313	6,313	6,313	6,313	-	39,055
Facilities, Repairs and Other Leases														
5603 Equipment Leases	-	3,202	1,780	1,601	1,601	1,780	2,296	1,565	1,565	1,565	1,565	1,565	-	20,000
5610 Repairs and Maintenance	-	-	96	450	-	1,895	-	514	514	514	514	514	-	5,000
-	-	3,202	1,876	2,051	1,601	1,780	4,182	2,079	2,079	2,079	2,079	2,079	-	25,000
Professional/Consulting Services														
5802 Audit and Tax	-	1,575	-	-	-	2,625	-	9,670	-	-	-	-	-	13,670
5803 Legal	-	314	81	114	-	-	-	1,898	1,898	1,898	1,898	1,898	-	10,000
5807 Bank Charges	59	90	60	85	91	85	164	173	173	173	173	173	-	1,500
5809 Other taxes and fees	-	360	200	78	50	200	(838)	206	206	206	206	206	-	1,000
5811 Service Outsourcing	6,274	6,274	6,274	6,274	8,925	6,046	6,046	6,089	6,089	6,089	6,089	6,089	-	73,062
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	62,353
5813 SCOE Consortium Fees	-	-	-	-	-	-	-	1,100	1,100	1,100	1,100	1,100	-	5,500
5814 SELPA Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	8,345
5815 Marketing & Communications	-	315	-	2,461	479	-	-	93	93	93	93	93	-	3,255
5816 Security Services	-	-	3,000	2,000	4,500	2,000	165	93	93	93	93	93	-	650
5817 Counselor and counseling interns	-	-	7,489	18,720	7,488	7,488	1,000	5,100	5,100	5,100	5,100	5,100	-	26,000
5823 Strategic Advisory & CBO Services	7,488	-	-	-	-	-	-	-	-	-	-	-	-	48,073
5825 Bookkeeping services (fundraising) and accountin	-	375	825	450	1,200	1,988	918	1,249	1,249	1,249	1,249	1,249	-	12,000
5827 Website Revamp and Maintenance	-	-	-	-	-	-	-	6,000	6,000	6,000	6,000	6,000	-	5,000
5828 Special Ed Outside Placement	-	-	-	-	-	-	-	6,000	6,000	6,000	6,000	6,000	-	36,000
5829 Special Ed Outside Services	-	700	8,118	3,050	10,475	4,700	17,768	5,438	5,438	5,438	5,438	5,438	-	72,000
5830 Nurse	-	-	-	-	-	-	-	600	600	600	600	600	-	3,000
5832 Math/Science Consultant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5833 Enrichment Programs (Music and Perf Arts)	-	-	3,472	4,047	3,579	2,474	5,091	2,268	2,268	2,268	2,268	2,268	-	30,000
5834 Reading/Literacy coach	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835 Prop 39 Consulting	-	553	-	-	-	-	96	1,065	1,065	1,065	1,065	1,065	-	640
5840 Computer/Tech Related Services	-	-	-	1,700	-	-	1,020	133	133	133	133	133	-	18,000
5841 Meals and Recognitions	-	25	312	-	-	-	-	342	342	342	342	342	-	2,756
5862 Fingerprinting Costs	66	66	262	871	775	459	257	342	342	342	342	342	-	4,000
5865 Employment Related Advertising	13,637	13,645	30,091	41,179	38,201	25,440	34,312	42,473	32,753	32,753	32,753	32,753	99,956	237,253
Depreciation														
6900 Depreciation Expense	516	516	516	516	516	516	516	516	516	516	516	516	-	6,196
516	516	516	516	516	516	516	516	516	516	516	516	516	-	6,196
Total Expenses	105,870	268,374	259,179	274,664	263,831	220,497	251,720	290,630	271,576	279,262	286,774	286,158	-	3,701,464
Monthly Surplus (Deficit)	(80,303)	(166,349)	64,524	(85,777)	35,805	(20,599)	(34,520)	(153,471)	95,595	(73,934)	(4,299)	(4,299)	148,020	(51,185)

Sonoma Charter School
Monthly Cash Flow/Forecast FY22-23
 Revised 7/17/23

ADA = 191.34



Cash Flow Adjustments
 Monthly Surplus (Deficit)
 Cash flows from operating activities
 Depreciation/Amortization
 Public Funding Receivables
 Receivable - Other
 Prepaid Expenses
 Accounts Payable
 Accrued Expenses
 Deferred Revenue
 Cash flows from investing activities
 Purchases of Prop. And Equip
 Cash flows from financing activities
 Capital lease, net

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accounts	Annual Forecast
(80,303)	(166,349)	64,524	(85,777)	35,805	(20,599)	(32,520)	(153,471)	95,395	(73,934)	(4,299)	148,020	220,324	(5,115)	
516	516	516	516	516	516	516	516	516	516	516	516	516	516	6,196
159,987	9	152,256	28,712	-	(2,500)	2,500	-	65,442	-	-	-	-	-	222,476
(6,668)	-	(3,916)	2,016	5,276	-	2,859	-	-	-	-	-	-	(220,374)	(333)
12,034	(8,404)	1,423	(3,115)	1,169	447	(229)	-	-	-	-	-	-	-	3,325
(80,846)	34	(54)	-	(54)	-	-	-	-	-	-	-	-	-	(134,306)
24,856	71,813	8,055	(96,164)	103,947	(156,922)	26,675	-	-	-	-	-	(148,846)	-	(21,986)
8,766	7,393	(55,131)	-	61,959	-	-	-	-	-	-	-	(1)	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36,342	(94,988)	167,693	(153,811)	146,713	(87,099)	101	(152,955)	161,353	(73,418)	(3,783)	36,084	-	-	-
335,510	373,852	278,864	446,557	292,747	439,460	352,361	352,462	199,508	360,861	2,87,443	283,660	-	-	-
373,852	278,864	446,557	292,747	439,460	352,361	352,442	199,508	360,861	287,443	283,660	319,744	-	-	-