

Introduction:

The following provides a summary of the SYVCS Goals and Actions/Services outline in the LCAP.

Goal 1: Santa Ynez Valley Charter School will create an innovative and academically challenging educational environment.

-All teachers will be provided opportunities for external professional development including, but not limited to, participation in the Valleywide conference, SBCEO trainings, and charter school conference(s)

-Integrate new technology resources into the instructional programs, including the addition of 1 mobile device lab on campus. The additional lab will be considered for Science and additional devices for K-4.

-Teachers will define "innovative" as it currently stands at SYVCS and explore ways to measure current/future instructional programs as to the degree of "innovation"

Goal 2: Santa Ynez Valley Charter School will prepare students for high school and beyond.

-Teachers will refine implementation of CCSS

-Teachers will pilot selected math curriculum and make recommendations for adoption in grades K-5

-Annually review Middle School Elective courses and continue support for additional elective specialists, as appropriate

-Integrate Smarter Balanced Interim Assessment Blocks (IABs) as part of schoolwide assessment program

-Investigate new Student Information System to store and track all student data

-Review, refine and expand instruction and intervention programs (Dragon Genius Hour), and update as appropriate

-Review and report effectiveness of targeted instructional and intervention programs three times annually to the board and to parents

-Provide board update of assessment results at least twice annually.

Goal 3: Santa Ynez Valley Charter School will create a supportive school climate where students develop social skills through schoolwide buddy programs and active community involvement

-Expand schoolwide buddy program and Dragon Families programs to include a monthly civic engagement projects

-Celebrate buddy program through parent communication in the Tuesday Folder and in the community

-Host at least 1 schoolwide assemblies that focus on school climate topics

-Complete annually review school attendance policies along with updated student handbook

- Report tardy and attendance rates each trimester to board
- School will explore partnership with community organization to make individual, group, and family counseling services available at school
- Staff will review and draft an update to schoolwide dress code and discipline policy for board review

Goal 4: Parents at Santa Ynez Valley Charter School will be actively engaged in developing the school community through regular volunteer activities such as serving on the school board and strong participation in PTSO.

- Trimester meetings will be held to coordinate events with the school, PTSO, and Foundation
- Volunteer Clearinghouse will be updated to include new, ongoing and one-time volunteer opportunities
- Parent Participation Coordinator will be developed to help match parent volunteers with opportunities on campus

LEA: Santa Ynez Valley Charter

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
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The involvement of stakeholders within all levels of the school, including governance, planning, and operations is an important founding principal of Santa Ynez Valley Charter School.

The SYVCS Board is comprised of Parents (6), Teachers (2), and District Superintendent (1), who serve as the decision-making body for the school.

The Board met on February 6 for a Saturday Board Retreat. This began the planning process for the LCAP by soliciting Board Priorities. In addition, the Board has been provided with a monthly update during regularly scheduled meetings of the LCAP process through the Director’s report, as well as board presentation on April 26, prior to board adoption on May 24, 2016.

Teacher input was solicited as part of the regular budget adoption process, with specific staff meetings focused on Teacher Priorities, LCAP plan, and schoolwide planning held on February 5 and March 11. In addition, through the process of locally negotiated teacher contracts, teachers propose and work with the board on topics that influence the forward direction of the school programs.

Additional input has been solicited from the parent community through:

- 1. The Budget Committee was reformatted as Roadmap to the Future Meetings, where all stakeholders were invited to review current/present progress towards goals and discuss future planning. The participants comprised of Parents, Staff, Board Members and Director. Meeting Dates were scheduled in January and advertised to the school community. Evening meetings were held on February 16, March 8, and April 19.
- 2. Parent Coffees with the Director, focused on the same content as the Roadmap to the Future meetings, were scheduled and publicized to the school community. Parent Coffees were held in the mornings on February 19, March 11, April 22, and May 19.

The impact of stakeholder involvement on the LCAP is directly linked to the final goals, progress indicators, actions and services that are presented in the LCAP. The input from all stakeholders is also reflected directly within the budget adopted for the 2016-2017 school year.

Specific impact by stakeholders on the final LCAP include:

The goals established in the original LCAP reflect a connection to Mission and Vision outlined by the founding families and solidified within the charter document. The continued commitment to this Mission and Vision was reflected by stakeholders through our process, with strong encouragement to build tools for gauging the school's progress towards meeting the goals outlined in the mission and vision.

The impact of teachers, parents, students, and community stakeholders is reflected within the actions, services and expenditures outlined within the LCAP. The impact and feedback provided through stakeholder meetings, roadmap meetings, and informal conversations guided the development of the actions and expenditures as well as shaped the final budget proposals.

<p>Annual Update:</p> <p>For SYVCS, the process to complete the Annual Update is one that mirrors the process to develop the LCAP, as each are viewed as integral parts of the other. The process first involves reviewing current/past progress towards meeting goals and actions, followed by using this information to inform potential goals, actions, and services, followed by gathering priorities for each item from stakeholder groups. Next, a draft of the LCAP, including the Annual Update is created, distributed and input/adjustments are solicited. Finally, the LCAP, including Annual Update is provided for the Board to review/approve along with the next year's budget.</p> <p>The Annual Update was a topic of discussion at the Board Retreat on February 6, Staff Meetings on February 5 and March 11, as well as the Roadmap to the Future Meeting on February 16 and February 19.</p>	<p>Annual Update:</p> <p>Stakeholder involvement specifically impacted the evaluation of progress towards goals outlined in the initial LCAP, however more importantly helped shape actions and services outlined in the updates for the 2016-2017 and subsequent years.</p> <p>The most significant and positive contributions for this year's annual update and plan have come in the form of updated actions and services for the 2016-2017 LCAP and Budget.</p> <p>Most specifically changes to actions and services influenced by stakeholders include:</p> <ol style="list-style-type: none"> 1. Define "innovation" as it currently applies to SYVCS and the Mission Statement 2. Investigation of math curriculum to pilot and adopt during the 2016-2017 school year 3. Focus on core instructional programs 4. Add school counseling services 5. Add foreign language program for middle grades and consider expanding to schoolwide programs 6. Improve communication with parents about Genius Hour Intervention programs by providing regular reports of student progress to all students
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

“all” for all pupils.

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Santa Ynez Valley Charter School will create an innovative and academically challenging educational environment.		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 _6 _7 _8 Local: N/A
Identified Need:	Increased opportunities for external professional development, improved wireless infrastructure and access to more instructional technology, definition for what "innovative" means		
Goal Applies to:	Schools:	Santa Ynez Valley Charter School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -100% of SYVCS teachers will participate in the Valleywide professional development programs, SBCEO trainings, and/or charter school conference(s) -Students will have access to one additional mobile computer lab -Students will have the opportunity to regularly use technology within their instructional programs -Staff will define the word "innovative" 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Integrate new technology resources into the instructional programs, including the addition of 1 mobile device lab on campus. The additional lab will be considered for Science and additional devices for K-4	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,000
-All teachers will be provided opportunities for external professional development including, but not limited to, participation in the Valleywide conference, SBCEO trainings, and charter school conference(s)	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000

<p>-Teachers will define "innovative" as it currently stands at SYVCS and explore ways to measure current/future instructional programs as to the degree of "innovation"</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>	
<p>LCAP Year 2</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>-100% of SYVCS teachers will participate in the Valleywide professional development programs, SBCEO trainings, and/or charter school conference(s)</p> <p>-Students will have access to one additional mobile computer lab</p> <p>-Students will have the opportunity to regularly use technology within their instructional programs</p> <p>-Students will have increased opportunity to participate in innovative learning opportunities</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>-All teachers will be provided opportunities for external professional development including, but not limited to, participation in the Valleywide conference, SBCEO trainings, and charter school conference(s)</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000</p>	

<p>-Integrate new technology resources into the instructional programs, including the addition/replacement of 1 mobile device (iPad) lab on campus</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000</p>
<p>-Teachers will measure their "innovative" practices within the school programs</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>-100% of SYVCS teachers will participate in the Valleywide professional development programs, SBCEO trainings, and/or charter school conference(s)</p> <p>-Students will have access to one replacement mobile computer lab</p> <p>-Students will have the opportunity to regularly use technology within their instructional programs</p> <p>-Students will have increased opportunity to participate in innovative learning opportunities</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>-All teachers will be provided opportunities for external professional development including, but not limited to, participation in the Valleywide conference, SBCEO trainings, and charter school conference(s)</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000</p>
<p>-Integrate new technology resources into the instructional programs, including the replacement of 1 mobile device lab on campus</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000</p>
<p>-Teachers will measure their "innovative" practices within the school programs and show an increase in innovative practices over the prior year</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>

GOAL:	Santa Ynez Valley Charter School will prepare students for high school and beyond.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local: N/A
Identified Need:	Full implementation of Common Core State Standards, updated definition of purpose behind Middle School Elective Courses, New State Mandated Assessment Data		
Goal Applies to:	Schools:	Santa Ynez Valley Charter School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -Teachers will further refine instruction aligned to Common Core State Standards -Students will have instructional materials that are aligned to Common Core State Standards -Middle School students will have Elective courses that support their preparation for high school -Students will take the Smarter Balanced Interim Assessments, as part of schoolwide assessment system -Student scores on CAASPP in English/Language Arts and Mathematics will increase -Identified students will have access to increased targeted intervention programs beginning in Kindergarten -Student learning outcomes from intervention programs will be compiled on a schoolwide basis each trimester 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Teachers will refine implementation of CCSS	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Cost

<p>-Teachers will pilot selected math curriculum and make recommendations for adoption in grades K-5</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Pilot \$3,000 Adoption \$27,000</p>
<p>-Annually review Middle School Elective courses and continue support for additional elective specialists, as appropriate</p>	<p>Charter-wide Grades: 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,600</p>
<p>-Integrate Smarter Balanced Interim Assessment Blocks (IABs) as part of schoolwide assessment program</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Investigate new Student Information System to store and track all student data</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000</p>

<p>-Review, refine and expand instruction and intervention programs (Dragon Genius Hour), and update as appropriate</p>	<p>Charter-wide Grades: 1st, 2nd, 3rd, 4th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Instructional Programs \$6,000</p>
<p>-Review and report effectiveness of targeted instructional and intervention programs three times annually to the board and to parents</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>Provide board update of assessment results at least twice annually.</p>	<p>Santa Ynez Valley Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -Teachers will further refine instruction aligned to Common Core State Standards -Students will have instructional materials that are aligned to Common Core State Standards -Middle School students will have Elective courses that support their preparation for high school -Students will take the Smarter Balanced Interim Assessments, as part of schoolwide assessment system -Student scores on CAASPP in English/Language Arts and Mathematics will increase -Identified students will have access to increased targeted intervention programs beginning in Kindergarten -Student learning outcomes from intervention programs will be compiled on a schoolwide basis each trimester 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Teachers will refine implementation of CCSS	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Cost
-Teachers will review available Language Arts instructional materials that are aligned to CCSS and make recommendations for adoption when appropriate	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Cost

<p>-Annually review Middle School Elective courses and continue support for additional elective specialists, as appropriate</p>	<p>Charter-wide Grades: 5th, 6th, 7th, 8th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,600</p>
<p>-Update schoolwide assessment plan and communicate to board and parents</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Implement new Student Information System (SIS) if selected</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000</p>
<p>-Review, refine and expand instruction and intervention programs (Dragon Genius Hour), as appropriate</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Instructional Programs \$6,000</p>

<p>-Review and report effectiveness of targeted instructional and intervention programs three times annually</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>Provide board update of assessment results at least twice annually.</p>	<p>Santa Ynez Valley Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> -Teachers will further refine instruction aligned to Common Core State Standards -Students will have instructional materials that are aligned to Common Core State Standards -Middle School students will have Elective courses that support their preparation for high school -Students will take the Smarter Balanced Interim Assessments, as part of schoolwide assessment system -Student scores on CAASPP in English/Language Arts and Mathematics will increase -Identified students will have access to increased targeted intervention programs beginning in Kindergarten -Student learning outcomes from intervention programs will be compiled on a schoolwide basis each trimester 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

-Teachers will continue to refine implementation of CCSS	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Cost
-Teachers will implement new Language Arts curriculum following pilot	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$36,000
-Annually review Middle School Elective courses and continue support for additional elective specialists, as appropriate	Charter-wide Grades: 5th, 6th, 7th, 8th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$12,600
-Teachers will review available curriculum in Science and Social Studies and make recommendations to pilot textbooks aligned to updated standards when appropriate	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Cost

<p>-Review, refine and expand instruction and intervention programs (Dragon Genius Hour), as appropriate</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Instructional Programs \$6,000</p>
<p>-Review and report effectiveness of targeted instructional and intervention programs three times annually</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>Provide board update of assessment results at least twice annually.</p>	<p>Santa Ynez Valley Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost</p>

GOAL:	Santa Ynez Valley Charter School will create a supportive school climate where students develop social skills through schoolwide buddy programs and active community involvement.			Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	Increased student on-time and attendance rates, expansion of buddy programs, increase in schoolwide assemblies			
Goal Applies to:	Schools:	Santa Ynez Valley Charter School		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> -Students and parents will receive communication on updated tardy and attendance policies -Student on-time rates will increase by 5% -Student average daily attendance rates will increase to 97% -Students will have the opportunity to participate in at least 5 civic engagement activities through the Buddy Program and/or Dragon Families programs -Students will attend up to 3 schoolwide assemblies that focus on schoolwide climate topics such as anti-bullying -Students and staff will have access to a school counselor 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>-Expand schoolwide buddy program and Dragon Families programs to include a monthly civic engagement projects</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Celebrate buddy program through parent communication in the Tuesday Folder and in the community</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Host at least 1 schoolwide assemblies that focus on school climate topics</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 PTSO Funds</p>
<p>-Complete annual review school attendance policies along with updated student handbook</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>

<p>-Report tardy and attendance rates each trimester to board</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-School will explore partnership with community organization to make individual, group, and family counseling services available at school</p>	<p>Santa Ynez Valley Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000</p>
<p>-Staff will review and draft an update to schoolwide dress code and discipline policy for board review</p>	<p>Santa Ynez Valley Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>-Students and parents will receive communication on updated tardy and attendance policies</p> <p>-Student on-time rates will increase by 5%</p> <p>-Student average daily attendance rates will increase to 97.5%</p> <p>-Students will have the opportunity to participate in at least 5 civic engagement activities through the Buddy Program and/or Dragon Families programs</p> <p>-Students will attend up to 2 schoolwide assemblies that focus on schoolwide climate topics such as anti-bullying</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>-Continue to provide schoolwide buddy program and Dragon Families programs including monthly civic engagement projects</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Celebrate buddy program through parent communication in the Tuesday Folder and in the community</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Host at least 1 schoolwide assembly that focus on school climate topics</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 PTSO Funds</p>

<p>-Complete annual review school discipline policies along with updated student handbook</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Report tardy and attendance rates each trimester to board</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>-Students and parents will receive communication on updated tardy and attendance policies -Student on-time rates will increase by 5% -Student average daily attendance rates will increase to 98% -Students will have the opportunity to participate in at least 10 civic engagement activities through the Buddy Program and/or Dragon Families programs -Students will attend up to 3 schoolwide assemblies that focus on schoolwide climate topics such as anti-bullying -Students and staff will have access to a school counselor</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>-Continue to provide schoolwide buddy program and Dragon Families programs including monthly civic engagement projects</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Celebrate buddy program through parent communication in the Tuesday Folder and in the community</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Host at least 1 schoolwide assembly that focus on school climate topics</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,000 PTSO Funds</p>
<p>-Complete annual review of student/family handbook</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>

<p>-Report tardy and attendance rates each trimester to board</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
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GOAL:	Parents at Santa Ynez Valley Charter School will be actively engaged in developing the school community through regular volunteer activities such as serving on the school board and strong participation in PTSO.		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	Central location for information regarding parent volunteer opportunities, regular parent trainings, coordination of events with school, PTSO and Foundation		
Goal Applies to:	Schools:	Santa Ynez Valley Charter School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>-Quarterly meetings to coordinate events with school, PTSO and Foundation will be held</p> <p>-Parents will receive annual updates to volunteer information and opportunities</p> <p>-Parent volunteer hours will increase by 5%</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Trimester meetings will be held to coordinate events with the school, PTSO, and Foundation	Charter-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No Cost

<p>-Parent Participation Coordinator will be developed to help match parent volunteers with opportunities on campus</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Volunteer Clearinghouse will be updated to include new, ongoing and one-time volunteer opportunities</p>	<p>Santa Ynez Valley Charter School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>-Room Parents will have an updated Room Parent manual -Quarterly meetings to coordinate events with school, PTSO and Foundation will be held -Parents will receive annual updates to volunteer information and opportunities -Parent volunteer hours will increase by 5%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>-Trimester meetings will be held to coordinate events with the school, PTSO, and Foundation</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Volunteer Clearinghouse will be updated to include new, ongoing and one-time volunteer opportunities</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Parent Participation Coordinator will be developed to help match parent volunteers with opportunities on campus</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>-Room Parents will have an updated Room Parent manual -Quarterly meetings to coordinate events with school, PTSO and Foundation will be held -Parents will receive annual updates to volunteer information and opportunities -Parent volunteer hours will increase by 5%</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>-Parent Participation Coordinator will be developed to help match parent volunteers with opportunities on campus</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Trimester meetings will be held to coordinate events with the school, PTSO, and Foundation</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>
<p>-Volunteer Clearinghouse will be updated to include new, ongoing and one-time volunteer opportunities</p>	<p>Charter-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No Cost</p>

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Santa Ynez Valley Charter School will create an innovative and academically challenging educational environment.		Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Santa Ynez Valley Charter School	
	Grades:	All	

		Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>-100% of SYVCS teachers will participate in the Valleywide professional development programs, SBCEO trainings, and/or charter school conference(s)</p> <p>-Students will have access to one additional mobile computer lab</p> <p>-Students will have the opportunity to regularly use technology within their instructional programs</p> <p>-Students will have increased opportunity to learn and demonstrate understanding through the use of hands-on and project-based instructional strategies</p>	Actual Annual Measurable Outcomes:	<p>-100% of SYVCS teachers participated in the Valleywide professional development programs, 3 teachers attended SBCEO trainings, and 2 teachers and the director attended the annual California Charter Schools Association Conference</p> <p>-Students have access to 70 additional chromebooks, 2 class labs (Middle School Language Arts and Middle School Social Studies), as well as additional chromebooks and charging carts added to 1st, 2nd, and 3rd grade classrooms</p> <p>-Students have daily access to chromebooks in grades 1-8, with online instruction and interventions programs used as part of Dragon Genius Hour and during core instructional time</p>
	LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>-All teachers will be provided opportunities for external professional development including, but not limited to, participation in the Valleywide conference, SBCEO trainings, and charter school conference(s)</p>	\$20,000	<p>All teachers participated in the Valleywide conference.</p> <p>3 teachers attended SBCEO trainings outside of the Valleywide conference.</p> <p>2 Teachers and the Director attended the California Charter Schools Association Conference in March.</p>	\$20,000

Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Integrate new technology resources into the instructional programs, including the addition of 1 mobile device lab on campus		\$13,000	The school purchased an additional 70 chromebooks and four additional charging carts. Middle School Language Arts and Middle School Social Studies received a class set (30 chromebooks and a cart) and grades 1, 3 and Middle School math received charging cart. The ten additional chromebooks were distributed in grades 1-3.		Technology Funds \$26,000 PTSO Funds \$3,500
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Charter School Grades: 1st, 2nd, 3rd, 5th, 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

-Teachers will increase the use of hands-on and project-based instructional strategies		\$10,000	The school currently lacks an internal tool to measure the use of hands-on and project-based instructional strategies, therefore no current measures were used for hands-on and project-based instructional strategies.		No Cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures		-Changes to the numbers of devices needed moving forward has changed, as two classrooms (Middle School Science and Kindergarten) are the only classrooms without chromebooks and charging carts. Planning for next year will include the addition of one more lab (Science) and then a plan to replace and repair devices as they age. -Changes to actions and services related to hands-on and project-based instruction will be made to clarify how we are describing and measuring instructional programs			

Original Goal from prior year LCAP:	Santa Ynez Valley Charter School will prepare students for high school and beyond.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Santa Ynez Valley Charter School	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>-Teachers will further refine instruction aligned to Common Core State Standards</p> <p>-Students will have instructional materials that are aligned to Common Core State Standards</p> <p>-Middle School students will have Elective courses that support their preparation for high school</p> <p>-Students will take the Smarter Balanced Interim Assessments, complimenting teacher and/or schoolwide benchmark assessments</p> <p>-Student scores on CAASPP in English/Language Arts and Mathematics will increase</p> <p>-Identified students will have access to increased targeted intervention programs beginning in Kindergarten</p> <p>-Student learning outcomes from intervention programs will be compiled on a schoolwide basis each trimester</p>		<p>-Teachers continued to refine instruction in alignment with Common Core State Standards, utilizing current textbooks, teacher created resources, and additional Common Core Supplementary materials.</p> <p>-Middle School Mathematics piloted both EngageNY and CPM instructional materials. CPM was recommended for purchase and will be purchased during the 2015-2016 fiscal year.</p> <p>-Middle School students had the addition of elective courses that included: Creative Expressions, Computer Programming, Glee Club, and an Intervention Course.</p> <p>-CAASPP scores for the 2015-2016 school year are not yet available for growth comparisons.</p> <p>-Increased intervention programs were designed and implemented. These include the addition of 30 minutes to the school day for students in grades 1-5, the design and implementation of Dragon Genius Hour Interventions for all students in grades 1-4, and the expansion of Kindergarten reading and mathematics interventions.</p> <p>-Benchmark assessment results show that from 1st trimester to 2nd trimester there was an increase from 29% to 58% of 1st-4th graders scoring on/above grade level in Reading. From 1st trimester to 2nd trimester there was an increase from 19% to 48% of 1st-4th graders scoring on/above grade level in Mathematics.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
-Teachers will refine implementation of CCSS		No Cost	-Teachers continued to refine instruction in alignment with Common Core State Standards, utilizing current textbooks, teacher created resources, and additional Common Core Supplementary materials.		No Cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Teachers will review available instructional materials that are aligned to CCSS and make recommendations for adoption when appropriate		\$10,000	-Middle School Mathematics piloted both EngageNY and CPM instructional materials. CPM was recommended for purchase and will be purchased during the 2015-2016 fiscal year. -Elementary teachers recognized the need to investigate and begin process to pilot math curriculum. The teachers have selected a math pilot for the 2016-2017 school year.		\$10,000 for the cost of CPM materials

Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Annually review Middle School Elective courses and continue support for additional elective specialists, as appropriate		\$12,600	-Middle School students had the addition of elective courses that included: Creative Expressions, Computer Programming, Glee Club, and an Intervention Course. -Continued need to pursue and offer an ongoing Spanish language program is planned for the 2016-2017 school year.		\$0
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: 6th, 7th, 8th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

-Fully implement the use of the Smarter Balanced Interim and Formative Assessments as part of schoolwide assessment program		No Cost	<p>-K-4 teachers, and selected Middle Grades teachers, implemented i-Ready as a benchmark assessment in reading and mathematics</p> <p>-All students grades 3-8 were administered Smarter Balanced Interim assessments during the 2015-2016 school year</p> <p>-Teachers were provided training/support through the Valleywide PLC to learn about and access the Smarter Balanced Formative Assessment Digital Library</p>		No cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: 1st, 2nd, 3rd, 4th, 5th, 7th, 8th	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
-Investigate new Student Information System to store and track all student data		\$8,000	<p>-Student Information Systems have been investigated, and one has been identified for implementation, however the cost in both time and money, to update to a new system has been to great at this time.</p>		No Cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
-Implement new targeted instruction and intervention programs (Dragon Genius Hour)		Additional Staff \$16,000 Instructional Programs \$6,000	-Dragon Genius Hour was implemented with all students in grades 1-4. In order to implement intervention program, additional instructional aide support, online instruction/intervention tool (i-Ready), and scheduling changes were made. -Benchmark assessment results show that from 1st trimester to 2nd trimester there was an increase from 29% to 58% of 1st-4th graders scoring on/above grade level in Reading. From 1st trimester to 2nd trimester there was an increase from 19% to 48% of 1st-4th graders scoring on/above grade level in Mathematics.	\$16,000 in Instructional Aide Salaries \$11,500 in Instructional Materials and online programs
Scope of service:	Charter-wide Grades: 1st, 2nd, 3rd, 4th		Scope of service:	Santa Ynez Valley Charter School Grades: 1st, 2nd, 3rd, 4th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>-Review and report effectiveness of targeted instructional and intervention programs</p>		<p>No Cost</p>	<p>-Increased intervention programs were designed and implemented. These include the addition of 30 minutes to the school day for students in grades 1-5, the design and implementation of Dragon Genius Hour Interventions for all students in grades 1-4, and the expansion of Kindergarten reading and mathematics interventions.</p> <p>-Benchmark assessment results show that from 1st trimester to 2nd trimester there was an increase from 29% to 58% of 1st-4th graders scoring on/above grade level in Reading. From 1st trimester to 2nd trimester there was an increase from 19% to 48% of 1st-4th graders scoring on/above grade level in Mathematics.</p>	<p>No Cost</p>
<p>Scope of service:</p>	<p>Charter-wide Grades: All</p>		<p>Scope of service: Santa Ynez Valley Charter School Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>What changes in actions, services, and expenditures</p>	<p>-Elementary teachers recognized the need to investigate and begin process to pilot math curriculum. The teachers have selected a math pilot for the 2016-2017 school year. The cost to this will include \$3,000 for pilot costs and \$30,000 budgeted for curriculum adoption and purchase in grades K-5 mathematics.</p> <p>-Continued need to pursue and offer an ongoing Spanish language program is planned for the 2016-2017 school year.</p> <p>-A need to increase communication to parents regarding student intervention activities, growth measures, and assessment data is needed. This includes the need to continue to provide staff training to understand and communicate student results from i-Ready to parents, as well as establishing regular intervals and reports that are distributed to all families.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>Santa Ynez Valley Charter School will create a supportive school climate where students develop social skills through schoolwide buddy programs and active community involvement.</p>	<p>Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local:</p>
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Goal Applies to:	Schools:	Santa Ynez Valley Charter School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>-Students and parents will receive communication on updated tardy and attendance policies</p> <p>-Student on-time rates will increase by 5%</p> <p>-Student on-time and attendance rates will increase to 96.5%</p> <p>-Students will have the opportunity to participate in civic engagement activities through the Buddy Program and Dragon Families programs</p> <p>-Students will attend up to 2 schoolwide assemblies that focus on schoolwide climate topics such as anti-bullying</p>	Actual Annual Measurable Outcomes:	<p>-Attendance policies were reviewed, updated and communicated to all families with the student/family handbook in August of 2015</p> <p>-Tardies</p> <ul style="list-style-type: none"> • 42% Reduction in total tardies from 2013-2014 to 2014-2015 • 40% Reduction in tardies per student from 2013-2014 to 2014-2015 • 57% Reduction in tardies per student from 2013-2014 to 2015-2016 <p>-Schoolwide attendance rate increased by .01% to 96.4%</p> <p>-Students engaged in weekly buddy activities and at least 5 Dragon Families activities</p> <p>-No schoolwide asseblies were scheduled during the 2015-2016 school year</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-Expand schoolwide buddy program and Dragon Families programs to include civic engagement projects	No Cost	-Students participated in at least 5 Dragon Family activities during the 205-2016 school year	No cost

Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Celebrate buddy program through parent communication in the Tuesday Folder and in the community		No Cost	-Buddy and Dragon Families program activities are shared in the Tuesday Folder and the Earth Day event was published in the newspaper.		No cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Host 2 schoolwide assemblies that focus on school climate topics		\$4,000 from PTSO Funds	-No schoolwide assemblies were scheduled this year		No Cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
-Complete annually review school attendance policies along with updated student handbook		No Cost	-Attendance policies were reviewed and updated within the student/family handbook and distributed to families in August 2015		No cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

-Report tardy and attendance rates each trimester to board		No Cost	-Tardies <ul style="list-style-type: none"> • 42% Reduction in total tardies from 2013-2014 to 2014-2015 • 40% Reduction in tardies per student from 2013-2014 to 2014-2015 • 57% Reduction in tardies per student from 2013-2014 to 2015-2016 -Schoolwide attendance rate increased by .01% to 96.4%		No cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	-Further analysis and targeted support for student attendance is needed. Specifically to address goals of improving attendance rates to 97-98% ADA. -Countinued work to identify and schedule schoolwide assemblies with the PTSO				

Original Goal from prior year LCAP:	Parents at Santa Ynez Valley Charter School will be actively engaged in developing the school community through regular volunteer activities such as serving on the school board and strong participation in PTSO.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:
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Goal Applies to:	Schools:	Santa Ynez Valley Charter School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>-Parents will have the opportunity to participate in at least 3 parent trainings</p> <p>-Room Parents will have an updated Room Parent manual</p> <p>-Quarterly meetings to coordinate events with school, PTSO and Foundation will be held</p> <p>-Parents will receive annual updates to volunteer information and opportunities</p> <p>-Parent volunteer hours will increase by 5%</p>		Actual Annual Measurable Outcomes:	<p>-Parent events were scheduled at Back-to-School Night, Roadmap to the Future Meetings, and Open House</p> <p>-PTSO created and updated the Room Parent manual</p> <p>-Disucssions with school, PTSO and Foundation were scheduled a the beginning of the year for year-long planning and held informally leading up to events</p> <p>-Volunteer sign-ups have transitioned to posts within ParentSquare. These are typically done as part of classroom or schoolwide requests leading up to events. In addition, a group was added to ParentSquare that included ongoing or specialize volunteer opportunities.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
-SYVCS will provide a regular series of parent training available to all parents		\$1,000	-Parent events were scheduled at Back-to-School Night, Roadmap to the Future Meetings, and Open House	No cost
Scope of service:	Charter-wide Grades: All		Scope of service:	Santa Ynez Valley Charter School Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
-PTSO will create a training manual for "Room Parents"		No Cost	-PTSO created and updated the Room Parent manual	No cost
Scope of service:	Charter-wide Grades: All		Scope of service: Santa Ynez Valley Charter School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
-Trimester meetings will be held to coordinate events with the school, PTSO, and Foundation		No Cost	-Disucssions with school, PTSO and Foundation were scheduled a the beginning of the year for year-long planning and held informally leading up to events	No cost
Scope of service:	Charter-wide Grades: All		Scope of service: Santa Ynez Valley Charter School Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>-Central location of volunteer information will be created to include ongoing and specialized opportunities for parents to volunteer (Volunteer Clearinghouse)</p>		<p>No Cost</p>	<p>-Volunteer sign-ups have transitioned to posts within ParentSquare. These are typically done as part of classroom or schoolwide requests leading up to events. In addition, a group was added to ParentSquare that included ongoing or specialize volunteer opportunities.</p>	<p>No cost</p>
<p>Scope of service:</p>	<p>Charter-wide Grades: All</p>		<p>Scope of service:</p>	<p>Santa Ynez Valley Charter School Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>What changes in actions, services, and expenditures</p>		<p>-Additional opportunities will be explored to expand parent events that include school related programs like Dragon Genius Hour, Buddy Programs, and other school topics.</p> <p>-PTSO will continue to provide room parent training manuals</p> <p>-A parent participation liaison position will be created to help match parents with volunteer activities that match their skills and interests</p>		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	30507
<p>Santa Ynez Valley Charter School has less than 55% unduplicated students (low income, foster youth, and English learner pupils) and therefore is not eligible for concentration grant funds. Increase in funds from supplemental grants calculated for the LCAP year: 2015-2016 \$30,507. The expenditures planned and estimated of \$67,000 significantly exceed the Supplemental funds calculated. These additional funds were spent on schoolwide actions that increase services and improve outcomes for all students. In expending funds on a schoolwide basis, the specific goals, actions, and services impact all students, in particular those that are low income, foster youth, and English learner pupils. Examples include expenditures on increasing instructional technology resources, as well as increasing intervention support, which are spent on a schoolwide basis, positively impact low income, foster youth, and English learner pupils.</p>	

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

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

2.20	%
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Services were increased on a schoolwide basis that increased intervention programs, technology equipment and technology infrastructure, that support low income pupils, foster youth, and English learners. Schoolwide increases to expenditures outlined in the LCAP of \$67,000 far exceed the estimated Supplemental funds received.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number

of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).