Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Santa Ynez Valley Charter School
Contact Name and Title	Mr. Mark Palmerston, Ed.D. Executive Director
Email and Phone	mark.palmerston@syvcs.org (805)686-7360

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Santa Ynez Valley Charter School is a Kindergarten through Eighth Grade School overseen by the College School District in Santa Ynez, California. Early in 2000, more than 70 parents, educators, and community members joined together to create the vision, mission and values for what would one day be the Santa Ynez Valley Charter School.

The State of California approved the charter in July of 2000, and the school first opened its doors as an independent school on September 4, 2000. SYVCS is organized as a non-profit corporation in California and is governed by a Board of Directors. Today, SYVCS serves more than 190 students and families, with the mission:

The Santa Ynez Valley Charter School (SYVCS) is founded to work collaboratively to create a supportive, innovative, and academically challenging educational environment that nurtures its students and prepares them for high school and beyond through close curricular articulation. SYVCS will also emphasize preparation of its students for a successful and rewarding future by developing both academic and nonacademic skills, including community involvement and social skills. It is the vision of SYVCS to create a public school of choice, in which participants can enjoy the benefits of a small learning community that is enhanced by the educational, administrative, and budgetary flexibility afforded by the Charter School law.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year, students and staff at SYVCS made positive progress in core academic subjects (Math and Language Arts) as measured by internal and statewide assessments; students had increased social emotional support from a new partnership; staff engaged in reflective investigations of new curriculum and materials for mathematics instruction; and parents were actively engaged in school activities and community meetings. The work during the 2016-2017 has influenced key actions/services established for the 2017-2018 school year found within the following plan, including key areas of:

-Pilot and recommendation for adoption of new mathematics curriculum to support further improvements in student achievement in mathematics

-Implementation of new Learning Management System to improve access to online grading, classwork, and homework for middle school students

-Increased academic support for students in 5th grade, including increased mathematics instructional time

-Continued partnerships with non-profit organization to provide student support services

-Increased efforts to create a new baseline for parent participation through volunteer hours

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Greatest Progress was demonstrated in areas of academics (Language Arts and Mathematics) as well as student support:

State indicators in English Language Arts reveals students have a Status of "High" (30 points above level 3) and Change of "Increased Significantly" (+38.3 points) resulting in a "Blue" Performance Level. SYVCS continued focus on English Language Arts instruction and support for students through general education instruction and Genius Hour Interventions (Grades 1-4).

Internal data also shows 6% more 1st-4th grade students scoring at/above grade level on end of year reading assessments in 2016-2017 compared to 2015-2016.

State indicators in Mathematics reveals students have a Status of "Medium" (9.5 points below level 3) and Change of "Increased Significantly" (+23.6 points) resulting in a "Green" Performance Level. SYVCS executed plans to increase instructional support in Mathematics through pilot of mathematics curriculum (Bridges) in grades K-5 and completed the first full year of implementing 6-8 curriculum (CPM).

Internal data also shows 8% more 1st-4th grade students scoring at/above grade level on end of year mathematics assessments in 2016-2017 compared to 2015-2016.

A new partnership with the non-profit People Helping People provided a Doctoral Intern to provide individual student counseling, group playground support, classroom lessons, staff training, and family support.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The only area identified as "Orange" for All Students was for the school's suspension rate. In addition, the suspension rate was "Orange" for Socioeconically Disadvantaged, and White subgroups, and "Red" for our Hispanic subgroup. Due to the small school size, very small changes in student suspensions have a drastic impact on suspension rates. During the 2016-2017 school year, SYVCS engaged in a school partnership with the non-profit organization People Helping People. This has supported individual, group, and classroom counseling and support. This is one targeted support for all students that helps support a decrease in the suspension rate during the 2016-2017 school year.

Through the process of soliciting input from the school community, parents identified the need for the school to evaluate grade level configurations, specifically the alignment of 5th grade. A review of the programs, grade level configurations, staff and community input were gathers that influenced the recommendations for increasing supports for 5th grade found within the LCAP.

The actions and services in goal 4 were not fully realized during the 2016-2017 and require a concerted effort in the coming year to materialize.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

No significant subgroups were two or more performance levels below "all student" performance. We continue to work very hard to prevent this through general education instruction, student support, and new/ongoing intervention programs.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Services for all students, including low-income, English learners, and foster youth will be increased or improved by:

-Increased academic support in grades 5-8 through:

+Adding an instructional assistant to support students in grade 5

+Increasing instructional minutes in grade 5 mathematics

+Creating a new intervention program in grades 5-8

-Increased Student Support through partnership with People Helping People (PHP) who will continue to provide school counselor to support individual student needs, group support on the playground, classroom lessons, and staff support and training.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,851,514
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$97,200

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The majority of General Fund Budget Expenditures are not included in the LCAP as they provide the foundation for our school programs, including but not limited to:

-The majority of Certificated Staff Salary and Benefits

-The majority of Classified and Support Staff Salary and Benefits

-Operational expenditures

-Technology equipment and services

-Some curriculum and instructional expenses

$54,043	Total Projected LCFF Revenues for LCAP Year

[Annual Update](#)   LCAP Year Reviewed: 2016-2017

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	**ACTUAL**
-100% of SYVCS teachers will participate in the Valleywide professional development programs, SBCEO trainings, and/or charter school conference(s)	-100% of SYVCS teachers participated in the Valleywide professional development program. -40% attended a Google Certified Educator Training hosted on campus in January. -25% of staff attended the California Association of Charter Schools Conference in Sacramento.
-Students will have access to one additional mobile computer lab	-Students have access to an additional 39 Chromebooks. 15 Chromebooks were added to the Middle School Science classroom; 15 to Middle School Mathematics; and 9 were added throughout the Elementary Grades.
-Students will have the opportunity to regularly use technology within their instructional programs	-With the additional Chromebooks, all classrooms K-8 have devices accessible. Students in grades 1-8 regularly use technology for instruction including, but not limited to: assessment, computer-adaptive instruction, classroom assignment, projects, writing, review and presentations.
-Students will have increased opportunity to participate in innovative learning opportunities	-Teachers are in the process of developing a way to measure current Innovative learning opportunities.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED	ACTUAL
	-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)	-100% of SYVCS teachers participated in the Valleywide professional development program. -40% attended a Google Certified Educator Training hosted on campus in January. -25% of staff attended the California Association of Charter Schools Conference in Sacramento.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$20,000	$22,000 Object Code 5200

Action **2**

Actions/Services	PLANNED	ACTUAL
	-Integrate new technology resources into the instructional programs, including the addition/replacement of 1 mobile device (iPad) lab on campus	-Students have access to an additional 39 Chromebooks. 15 Chromebooks were added to the Middle School Science classroom; 15 to Middle School Mathematics; and 9 were added throughout the Elementary Grades. -iPad lab is still in operation and does not yet need replacement. The devices have been added to campus, allowing access to devices and charging carts in all classrooms K-8. -Damaged devices have been repaired or retired. With about 140 Chromebooks and 30 iPads current accessible for students.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$13,000	$15,000 Object Code 4400-TECH

Action 3

Actions/Services	PLANNED	ACTUAL
	-Teachers will measure their "innovative" practices within the school programs	-Teachers have worked to write a local definition of "innovation" as it applies to SYVCS.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$0	$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students at SYVCS had increased access to technology resources, increased use of technology, and teachers accessed a greater variety of professional development activities focused on technology and using technology within classroom instruction. Staff has developed a definition of "innovative" that will be used in future years to measure innovative practices.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services supported the attainment of all articulated goals for this year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	An increase of $2,000 in professional development as a result of adding the Google Training and $2,000 increase in technology equipment purchases. This does not represent a material difference between our Budgeted and Estimated Actuals.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes to this goal were made, however actions and services were updated for the subsequent years to continue to increase and/or improve services to meet the needs of students as they pertain to the established goal.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
-Teachers will further refine instruction aligned to Common Core State Standards	-Teachers continued instruction aligned with CCSS, including the pilot of mathematics curriculum K-5 (Bridges).
-Students will have instructional materials that are aligned to Common Core State Standards	-Mathematics instructional materials aligned to CCSS were piloted in grades K-5.
-Middle School students will have Elective courses that support their preparation for high school	-Middle School Electives included the addition of Spanish to support student preparation for high school.
-Students will take the Smarter Balanced Interim Assessments, as part of schoolwide assessment system	-All students took at least one Smarter Balanced Interim Assessment.
-Student scores on CAASPP in English/Language Arts and Mathematics will increase	-Based upon the CA School Dashboard, ELA Results were High (30 points above level 3) and Increased Significantly (+38.3 points). Math Results were Medium (9.5 points below level 3) and Increased Significantly (+23.6 points).
-Identified students will have access to increased targeted intervention programs beginning in Kindergarten	-All students in grades 1-4 were provided targeted intervention for 30 min/day 4 days per week through Dragon Genius Hour. Identified students in K-3 were provided pull-out or after-school reading intervention beginning in Kindergarten.
-Student learning outcomes from intervention programs will be compiled on a schoolwide basis each trimester	-Student learning outcomes, compiled by trimester, from interventions were presented to the board in September and February.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	-Teachers will refine implementation of CCSS	-Teachers continued instruction aligned with CCSS, including the pilot of mathematics curriculum K-5 (Bridges).

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$0	$0

Action 2

Actions/Services	PLANNED	ACTUAL
	-Teachers will pilot selected math curriculum and make recommendations for adoptions in grades K-5	-K-5 mathematics curriculum (Bridges) was piloted during the 2016-2017 school year.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Pilot $3,000 Adoption $27,000	Pilot $1,500 Object Code 4110

Action 3

Actions/Services	PLANNED	ACTUAL
	-Annually review Middle School Elective courses and continue support for additional elective specialists, as appropriate	-Middle School Electives offered during the 2016-2017 school year include: Agriculture, Guitar 1, Guitar 2, Yearbook, Art, Spanish, Study Hall, Computer Programming, Choir, and Life Skills 6 (Health and DARE), Life Skills 7 (Community Focus), Life Skills 8 (Future Planning-High School, Jobs, College)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$12,600	$0

Action 4

Actions/Services

PLANNED	ACTUAL
-Integrate Smarter Balanced Interim Assessment Blocks (IABs) as part of schoolwide assessment program	-Staff reviewed the Smarter Balanced Interim Assessment Blocks (IABs) and all students in grades 3-8 took at least one IAB. -Staff determined that the IABs were best suited for our use as practice and/or training rather than part of comprehensive assessment program. Staff continued the use of i-Ready as the major online benchmark assessment within the comprehensive assessment program.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$0	$0

Action 5

Actions/Services

PLANNED	ACTUAL
-Investigate new Student Information System to store and track all student data.	-Investigation of two Student Information Systems (SIS) were performed. It was determined that the cost (time and money) to implement were too great for the size of our school and continued use of the current SIS occurred during the year. -Subsequent investigation of a Learning Management System (LMS) was taken on by school staff and Director. This was spurred by conversations at Board/Staff meeting that could improve articulation with the High School. Staff will be taking a recommendation to the Board for a decision on implementation for next year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$15,000	$0

Action 6

		PLANNED	ACTUAL
Actions/Services		-Review, refine and expand instruction and intervention programs (Dragon Genius Hour), and update as appropriate.	-Continued implementation of interventions K-4 (Dragon Genius Hour, Reading Intervention Specialist), with reports of Genius Hour data provided to the Board on November 29 and February 11. The need to develop and implement interventions in grades 5-8 has become apparent this school year and will be used as the basis for creating a planned action in next year's LCAP.
		BUDGETED	**ESTIMATED ACTUAL**
Expenditures		$6,000	$0

Action **7**

		PLANNED	ACTUAL
Actions/Services		-Provide board update of assessment results at least twice annually.	-Assessment results were presented to the Board on September 27 (2015-2016), February 11 (Board Retreat), February 21 (SARC and Grade Level Configuration), and March 28 (California School Dashboard, Grade Level Configuration).
		BUDGETED	**ESTIMATED ACTUAL**
Expenditures		$0	$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions/services in this area were implemented well during the 2016-2017 school year, with many of the actions/services leading to rich conversations amongst staff that lead to future actions/services. In particular the area of curriculum pilot and adoption, led staff to further review additional curriculum and decide to pilot further materials prior to adoption in subsequent years. The same decisions were made through investigating Student Information Systems, where staff have recommended implementation of a similar, yet different, Learning Management System, which is believed to believe to better meet our students needs in reaching the goal of being prepared for high school and beyond. Implementation of actions and services within this goal were also completed without additional cost in the areas of Middle School Electives and Dragon Genius Hour.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Ultimately the actions/services within this goal have pushed staff to review curriculum and instruction more closely, as well as improved alignment of math curriculum to CCSS. A significant measure demonstrating the overall effectiveness of this goal, and the corresponding actions/services, will be academic results from statewide assessments. When the current year results are released, a more accurate reflection of the effectiveness can be made pertaining to academic related actions/services.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was a material difference (reduction) between Budgeted Expenditures and Estimated Actual Expenditures, represented by the following: 1. Decision to not adopt piloted math curriculum ($27,000) 2. Decision to not adopt new Student Information System ($15,000) 3. Ability of school to provide additional electives within existing staffing ($12,600) 4. Ability of school to increase/improve services within Dragon Genius Hour within existing resources ($6000) While these expenditures were reduced in the 2016-2017, many of them will be allocated within the 2017-2018 and 2018-2019 school years.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We have modified future actions and services based upon the outcomes from this year, most notably: -Changed adoption of Student Information System to adopt a Learning Management System -Moved adoption of math curriculum to 2017-2018 school year, and -Used existing staffing to add Spanish elective While these have been modified for future actions and services, that current year and future goals remain the same.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.**

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
-Students and parents will receive communication on updated tardy and attendance policies.	-All students and parents were provided tardy and attendance policies at the beginning of the year or upon enrollment. Students and families acknowledge understanding of policies by signing emergency cards annually.
-Student on-time rates will increase by 5%	-On-time attendance per student for the first half of the year has improved by 5% from 2015-2016 to 2016-2017, and has been reduced by 58% since the 2013-2014 school year.
-Student average daily attendance rates will increase to 97%	-P1 Average Daily Attendance rate was 97.2%, an increase of .7% from 2015-2016 school year, and the highest rate over the past 5 years.
-Students will have the opportunity to participate in at least 5 civic engagement activities through the Buddy Program and/or Dragon Families programs	-Students participated in nine (9) Dragon Families activities, including three (3) specifically focused on civic engagement activities.
-Students will attend up to 3 schoolwide assemblies that focus on schoolwide climate topics such as anti-bullying	-Students participated in one (1) schoolwide assembly focused on schoolwide climate.
-Students and staff will have access to a school counselor	-Students have access to individual, group, and family support counseling

	provided by a Student Support Specialist (Doctoral Intern in partnership with People Helping People)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED	ACTUAL
	-Expand schoolwide buddy program and Dragon Families programs to include a monthly civic engagement projects	-Dragon Families Activities were planned and/or completed on the following days: October 13, 2016: Team Building November 7, 2016: Lunch and Field Day November 29-30, 2016: Gingerbread Houses January 11, 2017: Martin Luther King Jr. "I Have a Dream" February 22, 2017: 100's Day March 2, 2017: Dr. Seuss-Read Across America Day March 31, 2017-Cesar Chavez Day of Community Service April 21, 2017-Earth Day Garden Celebration May 24, 2017-End of Year Celebration These activities total 10 days over the course of the school year, and are both team building and civic engagement oriented. -Buddy Programs continue to be cross-grade level, academically focused, and regular and consistent.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$0	$0

Action **2**

Actions/Services	PLANNED -Celebrate buddy program through parent communication in the Tuesday Folder and in the community	ACTUAL -Buddy programs were explained and shared through the Tuesday Folder at the beginning of the 2016-2017 school year, and at times throughout the year.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **3**

Actions/Services	PLANNED -Host at least 1 schoolwide assembly that focuses on school climate topics	ACTUAL -February 8, 2017 SYVCS hosted a schoolwide assembly with Pro Street Soccer players, including one past student from SYVCS. The focus was on exploring talents, following passions, and effort leading to expertise.
Expenditures	BUDGETED $2,000 PTSO Funds	ESTIMATED ACTUAL $0

Action **4**

Actions/Services	PLANNED -Complete annual review school attendance policies along with updated student handbook	ACTUAL -Attendance policies have been updated for the 2016-2017 school year, and notices continue to be sent to parents. The school is now collecting more specific information about tardies and attendance, noting within the student information system a specific reason provided by parents for absences rather than a general excused or unexcused notation. This will provide staff with better data to review when looking at attendance.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **5**

Actions/Services

PLANNED	ACTUAL
-Report tardy and attendance rates each trimester to board	-Tardies per student for the first half of the year have improved 5% from 2015-2016 to 2016-2017, and been reduced by 58% since the 2013-2014 school year. -The P1 attendance rate has increased by .7% from 2015-2016 to its highest rate over the past 5 years. -The P2 attendance rate for 2015-2016 rose .1% over 2014-2015 and has increased by .8% over the course of 4 years. -Tardy and Attendance data has been reported to the Board formally at the Board Retreat on February 11, 2017, and informally through other reports on February 21, 2017. -Certified Attendance from P1 and P1 reporting periods are reported to the Board through Budget updated at First and Second Interim. -A formal agenda topic should be dedicated to tardy and attendance rates following the end of each trimester.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$0	$0

Action   *6*

Actions/Services

PLANNED	ACTUAL
-School will explore partnership with community organization to make individual, group, and family counseling services available at school	-SYVCS partnered with People Helping People (PHP), a community-based program, to bring a Student Support Specialist (Doctoral Intern) 20 hours a week on campus to provide individual student, family, and group counseling services.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$20,000	$17,000 Object Code 7143

Action   *7*

	PLANNED	ACTUAL
Actions/Services	-Staff will review and draft an update to schoolwide dress code and discipline policy for board review	-Staff have requested support from Student Support Specialist (in partnership with PHP) to review schoolwide language. Following the training and discussions this year (2016-2017), staff will apply this to a review of the dress code and discipline policy during the next school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implementation of actions/services resulted in improved on time and average daily attendance rates, a more specific look at the types of Dragon Families activities, and increased student support through individual, group and classroom lessons provided by a Student Support Specialist.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services supported greater achievement towards the stated goals, as well as helping refine actions/services for the coming year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Estimated Actual Expenditures came in below Budgeted Expenditures with a no cost assembly vs. $2,000 budget and a reduction of $2,000 from budgeted expenditures for our Student Support Specialist. Neither of these differences appear to be material changes from budgeted to estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes to the goal nor actions/services were made during this school year, however updates and changes to actions and services can be found for the 2017-2018 school year that help further refine our support of students.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<table>
<tr><td>**Goal 4**</td><td>**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.**</td></tr>
</table>

<table>
<tr><td rowspan="3">State and/or Local Priorities Addressed by this goal:</td><td>STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8</td></tr>
<tr><td>COE ☐ 9 ☐ 10</td></tr>
<tr><td>LOCAL _____</td></tr>
</table>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
-Quarterly meetings to coordinate events with school, PTSO and Foundation will be held	-One joint meeting was hosted by the Foundation that brought members of the Board, PTSO, Foundation, and school staff together during the 2016-2017 school year.
-Parents will receive annual updates to volunteer information and opportunities **-Parent volunteer hours will increase by 5%**	-Parents are provided information through ParentSquare and Tuesday Folders regarding volunteer opportunities and information. -Parent Volunteer Hours have been reported through ParentSquare totaling 1646 hours during the 2016-2017 school year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	-Trimester Meetings will be held to coordinate events with the school, PTSO, and Foundation	-One joint meeting was hosted by the Foundation that brought members of the Board, PTSO, Foundation, and school staff together during the 2016-2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$250 Foundation

Action **2**

	PLANNED	ACTUAL
Actions/Services	-Parent Participation Coordinator will be developed to help match parent volunteers with opportunities on campus	-The development of a specific Parent Participation Coordinator (volunteer position) was not success during the 2016-2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

Action **3**

	PLANNED	ACTUAL
Actions/Services	-Volunteer Clearinghouse will be updated to include new, ongoing and one-time volunteer opportunities	-The "Volunteer Opportunities" group on ParentSquare has 9 posts representing 15 volunteer opportunities. Of those 13 opportunities have been completed and/or filled. -The Volunteer Clearinghouse is a concept that needs to be cultivated more to produce more widespread success.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of the actions/services were not fully realized during the 2016-2017 school year. This resulted in limited effectiveness in meeting goals, and a need to revisit for next year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions/services in this goal were not fully met during the 2016-2017 school year. A group of parents, under the Foundation, were able to put on a tremendously successful auction event, however the coordination with new leadership of the Foundation did not fully materialize. Continued work in this area, as well as connecting parents with greater volunteer opportunities, and capturing the true extend of volunteer hours on campus is still desired.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences between budgeted and estimated actual expenditures occurred during the 2016-2017 school year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Refinements for the 2017-2018 school year include a more concerted effort on the school's part to capture the true value of our parent volunteer efforts. The contributions made by parents is foundational to our school and students' success, and the school would like to be able to celebrate this more. In addition, changes to the actions surrounding the Foundation as a school connected organization were created to clarify roles next year.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement of stakeholders within all levels of the school, including governance, planning, and operations is an important founding principle of Santa Ynez Valley Charter School.

The SYVCS Board is comprised of Parents (6), Teachers (2), and the Sponsoring District Superintendent (1).

The Board met on February 11 for a Saturday Board Retreat. This began the planning process for the LCAP by providing the Board with an update on progress towards meeting LCAP goals, with the opportunity for the Board to provide input on priorities moving forward. The Board is provided monthly updates on LCAP goals and/or progress through the Director's report, as well as Board presentation on April 25, prior to adoption of the LCAP on May 30, 2017.

Teacher input was solicited as part of the regular budget adoption process, with specific staff meetings focused on actions/services within the LCAP, Teacher Priorities, and schoolwide planning. 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. Negotiations meetings were held on December 7, 2016, January 12, February 13, March 14, and April 24, 2017.

Parent input is gathered through both formal and informal ways. With high parent engagement at school, parents provide a great deal of input through informal conversations, emails, and brief suggestions. Formal parent input was solicited through two surveys: Mission/Vision Survey and the Director's Effectiveness Survey. Formal parent meetings, specific to the LCAP: goals, actions and services were held on the following dates:
March 3 and 7, April 18 and 21, and May 16 and 19.

The specific topic of Grade Level Configurations was an important topic of discussion for this year's LCAP and future planning process. The topic was brought to the school by a group of parents prior to the Board Retreat, and discussed at the Board Retreat on February 11, the February 21 and March 28 Board Meetings, staff meetings on and a special Community Meeting on February 28.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The work of staff this year, specifically surrounding piloting mathematics curriculum (K-5), has shaped further actions/services, as the need for a second pilot of materials was revealed. The LCAP demonstrates the actions/services surrounding this additional pilot, as well as actions/services to review other curricular areas for possible needs.

Parent community brought forth the topic of Grade Level Configurations, and the resulting discussions, review, and recommendation to staff have greatly influenced the LCAP through actions/services that relate specifically to increasing academic support and mathematics instructional time for 5th grade students, as well as creating and implementing a middle school intervention program. The influence of these conversations with parents, staff, board and students can be seen throughout the LCAP.

SYVCS continues to be a connected school community with very present parent involvement. While the outline of specific and formal meetings are important to our planning and development of the LCAP, informal information gathering is just as critical. It remains important that the ideas shared with school administration informally be valued and contribute to the overall story of SYVCS and our student success.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☐ Modified	☒ Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Continuous improvement in student outcomes for mathematics and language arts, professional development for staff, plan for technology purchase and use, and measurement tool for "innovation"

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance and Participation in Staff Training	100% of SYVCS teachers participated in Valleywide professional development, SBCEO trainings, and/or charter school conferences	100% of certificated staff will participate in training with a focus on academic rigor and/or innovative teaching practices	100% of certificated staff will participate in training with a focus on academic rigor and/or innovative teaching practices	100% of certificated staff will participate in training with a focus on academic rigor and/or innovative teaching practices
Statewide Assessment Data	2016 Smarter Balanced Met/Exceeded Standard ELA Grade 5: 52% Grade 6: 48% Grade 7: 64%	Schoolwide percentage (%) of students met/exceeding standard will increase in math and language arts for grades 3-8.	Schoolwide percentage (%) of students met/exceeding standard will increase in math and language arts for grades 3-8.	Schoolwide percentage (%) of students met/exceeding standard will increase in math and language arts for grades 3-8.

	Grade 8: 77% Schoolwide: 66% Math Grade 5: 26% Grade 6: 28% Grade 7: 36% Grade 8: 31% Schoolwide: 41%			
Local Rubric ("innovation")	Teachers have defined "innovation"	Teachers will develop local rubric to measure "innovative" practices	School will demonstrate an increase in "innovative" practices within the school programs as measured by local rubric.	School will demonstrate an increase in "innovative" practices within the school programs as measured by local rubric.
Integrated Technology Plan	Technology needs and wants are established through the budget process and spent according to current staff recommendations.	Creation of an integrated technology plan that will guide forward direction of technology at SYVCS.	Implementation of integrated technology plan.	Continued implementation of integrated technology plan.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
SYVCS will provide certificated staff access to training focused on academic rigor and innovative teaching practices through the Valleywide PLC, SBCEO trainings, charter school conferences, and/or other training opportunities.	SYVCS will provide certificated staff access to training focused on academic rigor and innovative teaching practices through the Valleywide PLC, SBCEO trainings, charter school conferences, and/or other training opportunities.	SYVCS will provide certificated staff access to training focused on academic rigor and innovative teaching practices through the Valleywide PLC, SBCEO trainings, charter school conferences, and/or other training opportunities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Object Code 5200	Budget Reference	Object Code 5200	Budget Reference	Object Code 5200

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☒ Unchanged
Teachers will develop local rubric to measure "innovative" practices within the school programs	Staff will measure "innovative" practices within school programs using local rubric.	Staff will measure "innovative" practices within school programs using local rubric.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0

Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
SYVCS staff will develop and implement a general education intervention for grades 5-8.	SYVCS staff will refine intervention programs K-8 based upon student progress.	SYVCS staff will refine intervention programs K-8 based upon student progress.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
SYVCS staff work with Board to develop an integrated technology plan that will guide forward direction of technology.	SYVCS staff will implement technology plan as developed.	SYVCS staff will implement technology plan as developed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

| ☐ New | ☐ Modified | ☒ Unchanged |

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Full implementation of CCSS, New State Mandated Assessment Data-specifically cohort growth in mathematics.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will have adopted instructional materials aligned to CCSS	Adopted mathematics instructional materials in grades 6-8 are CCSS aligned. Piloted mathematics instructional materials in grades K-5 are CCSS aligned. Language Arts supplemental materials K-4 are CCSS aligned. Teacher created materials in Language Arts are designed to meet/exceed	Pilot and adopt K-5 CCSS aligned mathematics curriculum.	Pilot K-8 Language Arts CCSS aligned instructional materials.	Adopt K-8 Language Arts CCSS aligned instructional materials.

	CCSS.			
Statewide Assessment Data	2016 Smarter Balanced Change Over Time Met/Exceeded Standard ELA Grade 4: 5% Grade 5: 2% Grade 6: 20% Grade 7: 16% Grade 8: 26% Math Grade 4: -16% Grade 5: -14% Grade 6: 0% Grade 7: -2% Grade 8: -11%	State data showing "Change Over Time" for cohort students in grades 4-8 will demonstrate increases in math and language arts.	State data showing "Change Over Time" for cohort students in grades 4-8 will demonstrate increases in math and language arts.	State data showing "Change Over Time" for cohort students in grades 4-8 will demonstrate increases in math and language arts.
Local Benchmark Data	Student outcomes from i-Ready are compiled by grade level and reported twice annually to the Board Reading Beginning 2015/16: 29% End 2015/16: 65% Reading Beginning 2016/17: 29% End 2016/17: 71% Math Beginning 2015/16: 19% End 2015/16: 61%	Student i-Ready data will show an increase in the percentage of students scoring on/above level at the beginning and end of the year in Reading and Math.	Student i-Ready data will show an increase in the percentage of students scoring on/above level at the beginning and end of the year in Reading and Math.	Student i-Ready data will show an increase in the percentage of students scoring on/above level at the beginning and end of the year in Reading and Math.

	Math Beginning 2016/17: 19% End 2016/17: 69%			
Grades	Currently students have access to grades through an online Student Information System, as well as homework assignments listed on teacher websites.	Middle school students will have access to grades, classwork, and homework assignments through an online Learning Management System.	Middle school students will have access to grades, classwork, and homework assignments through an online Learning Management System.	Middle school students will have access to grades, classwork, and homework assignments through an online Learning Management System.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans: K-5_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teachers will pilot a second math curriculum and make recommendations for adoption in grades K-5	Teachers will implemented adopted math curriculum	Teachers will implemented adopted math curriculum

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$31,000	Amount	$31,000	Amount	$0
Source	General Fund and Reserves	Source	General Fund and Reserves	Source	N/A
Budget Reference	Object Code 4110	Budget Reference	Object Code 4110	Budget Reference	N/A

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____		☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Teachers will review current Language Arts programs and determine whether additional needs exist to support CCSS instruction.	If determined necessary, teachers will pilot LA curriculum and make recommendations to purchase new curriculum.	If determined necessary, teachers will implement new LA curriculum.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$0	Amount	$8,000	Amount	$30,000
Source	N/A	Source	General Fund	Source	General Fund and Reserves
Budget Reference	N/A	Budget Reference	Object Code 4110	Budget Reference	Object Code 4110

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans:5th Grade_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income	
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
SYVCS will add instructional minutes and student support to assist 5th grade in mathematics.	Staff will evaluate instructional needs of 5th grade students and adjust support based upon evaluation.	Staff will evaluate instructional needs of 5th grade students and adjust support based upon evaluation.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$16,000	Amount	$16,000	Amount	$16,000
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Object Code 2110 and corresponding benefits	Budget Reference	Object Code 2110 and corresponding benefits	Budget Reference	Object Code 2110 and corresponding benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans: Grades 5-8

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will use a new Learning Management System to communicate with students and parents about updated grades, list all homework, and provide access to the appropriate classwork online.	Staff will use Learning Management System to communicate with students and parents about grades, homework, and classwork.	Staff will use Learning Management System to communicate with students and parents about grades, homework, and classwork.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,200	Amount	$1,700	Amount	$1,700
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Object Code 4311	Budget Reference	Object Code 4311	Budget Reference	Object Code 4311

	New		Modified		☒ Unchanged

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.**

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Increased attendance both on time and daily rates, increase in student support and civic service activities for students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
On-Time Attendance Rates	-2015-2016: 2.8 tardies per student -2016-2017: first half of year 1.28 tardies per student -40% Reduction in tardies per student from 2013-2014 to 2014-2015 -12.5% Reduction in tardies per student from 2014-2015 to 2015-2016 -58% Reduction in tardies per student (first half of year) from 2013-2014 to 2016-2017	Tardies per student will reduce by 5%	Tardies per student will reduce by 5%	Tardies per student will reduce by 5%
Student Average Daily Attendance	-2015-2016 P2 average daily attendance rate: 96.4%	-Average Daily Attendance will increase to 96.6%	-Average Daily Attendance will increase to 96.8%	-Average Daily Attendance will increase to 97%

	-2015-2016 45 students had 10 or more absences	-Students with 10 or more absences will decrease by 5% from previous year	-Students with 10 or more absences will decrease by 5% from previous year	-Students with 10 or more absences will decrease by 5% from previous year
Civic Service Activities	Three (3) of 10 Dragon Families activities during the 2016-2017 School Year were civic service related activities.	At least 5 Dragon Families and/or Buddy Activities will be Civic Service related activities.	At least 5 Dragon Families and/or Buddy Activities will be Civic Service related activities.	At least 5 Dragon Families and/or Buddy Activities will be Civic Service related activities.
Student Support	Students have access to counseling by a Student Support Specialist through a partnership with People Helping People.	Student Support Specialist will provide individual and group counseling, as well as provide classroom lessons and consultation/training support to staff.	Student Support Specialist will provide individual and group counseling, as well as provide classroom lessons and consultation/training support to staff.	Student Support Specialist will provide individual and group counseling, as well as provide classroom lessons and consultation/training support to staff.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Expand schoolwide Buddy and Dragon Families programs to include at least five (5) civic service related activities.	Continue schoolwide Buddy and Dragon Families programs to include at least five (5) civic service related activities.	Continue schoolwide Buddy and Dragon Families programs to include at least five (5) civic service related activities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0

Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Host at least one (1) schoolwide assemblies that focus on school climate topics.	Host at least one (1) schoolwide assemblies that focus on school climate topics.	Host at least one (1) schoolwide assemblies that focus on school climate topics.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	PTSO Funds	Source	PTSO Funds	Source	PTSO Funds

Budget Reference	PTSO	Budget Reference	PTSO	Budget Reference	PTSO

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income	
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Report tardy and attendance rates each trimester to the Board and to all parents in the Tuesday Folder.	Report tardy and attendance rates each trimester to the Board and to all parents in the Tuesday Folder.	Report tardy and attendance rates each trimester to the Board and to all parents in the Tuesday Folder.

[BUDGETED EXPENDITURES](#)

	2017-18		**2018-19**		**2019-20**
Amount	$0	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue providing Student Support Specialist for individual, group, playground support, as well as classroom lessons and staff training.	Continue providing Student Support Specialist for individual, group, playground support, as well as classroom lessons and staff training.	Continue providing Student Support Specialist for individual, group, playground support, as well as classroom lessons and staff training.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$17,000	Amount	$17,000	Amount	$17,000
Source	General Fund	Source	General Fund	Source	General Fund
Budget Reference	Object Code 7143	Budget Reference	Object Code 7143	Budget Reference	Object Code 7143

	New		Modified		☒ Unchanged

Goal 4	**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.**

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Determination of Foundation's role in SYVCS, increased focus on parent participation opportunities and recognition of hours served

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Governance Structure	Currently the school has three connected organizations-Board (operates the school), PTSO (supports school culture and teachers), Foundation (supports major fundraising efforts).	Determination of Foundations' role in SYVCS clarified.		
Parent Volunteer Hours	Reporting parent volunteer hours currently does not capture the full number of volunteer hours provided by parents to the school. As of May 2017, 1600 hours have been documented for the 2016-	New baseline of volunteer hours established.	Increase parent volunteer hours by 5% from prior year.	Increase parent volunteer hours by 5% from prior year.

	2017 school year.			

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
SYVCS Board will clarify roles and responsibilities of Board/PTSO/Foundation and make a recommendation moving forward as to the future of the Foundation as a school-connected organization or as a non-connected community organization.	SYVCS Board will host 2 joint meetings with school connected organization leadership to coordinate goals and projects.	SYVCS Board will host 2 joint meetings with school connected organization leadership to coordinate goals and projects.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0

Source	N/A		Source	N/A		Source	N/A
Budget Reference	N/A		Budget Reference	N/A		Budget Reference	N/A

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
SYVCS staff will increase efforts to have parents record and document volunteer hours so that the school fully recognize the degree to which parents and families are involved in supporting school programs.	SYVCS staff will continue efforts to have parents record and document volunteer hours so that the school fully recognize the degree to which parents and families are involved in supporting school programs.	SYVCS staff will continue efforts to have parents record and document volunteer hours so that the school fully recognize the degree to which parents and families are involved in supporting school programs.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$0	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 54,043	Percentage to Increase or Improve Services:	3.8 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The following actions/services are planned to be funded for the LCAP year 2017-2018:

-Professional Development provided on a schoolwide basis, estimated expenditures $20,000 from General Fund. Supporting teacher's continued development supports teaching and learning for all students at SYVCS.

-Mathematics Curriculum, pilot and recommendation for adoptions, grades K-5, estimated expenditures $31,000 from General Fund. Piloting and adopting new curriculum in mathematics aligned with CCSS will improve instruction for all students.

-Increased Academic support for grade 5, $16,000. Targeted to 5th grade this support will help all students in their transition to middle school.

-Implementing Learning Management System, accessible for all students but primarily focused on grades 5-8, $6,200. Improving online access to grades, classwork, and homework assignments will help increase support for all students.

-Development of integrated technology plan, $5,000. Improving process and forward planning for technology use and purchases at SYVCS.

-Schoolwide assembly funding by PTSO $2,000, targeting all students at SYVCS.

-Continuing Student Support Services through partnership with People Helping People in the amount of $17,000 will be accessible for all students.

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

> **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

> **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

> Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

> For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

> The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;
  C. Middle school dropout rates;
  D. High school dropout rates; and
  E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016