

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Santa Ynez Valley Charter

Contact Name and Title

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2017-20 Plan Summary

The Story

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.

The work during the 2017-2018 has influenced key actions/services established for the 2018-2019 school year found within the following plan, including key areas of:

- Research and pilot of writing curriculum K-8
- Continued implementation of adopted K-5 mathematics curriculum and Learning Management System
- Increased alignment in preparing Middle School students for High School by planning a block schedule for grades 7th and 8th grade
- Continued partnerships with non-profit organization to provide student support services

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

2017-2018 Greatest Progress was demonstrated in areas of academics (English Language Arts) and suspension rates as indicated by the California School Dashboard:

State indicators for English Language Arts shows a "High" (34.4 points above level 3) and "Increased" (+4.4 points) demonstrating a "Green" Performance Level.

State indicators for Suspension Rate shows a "Very Low" (0%) and "Declined" (-0.5%) demonstrating a "Blue" Performance Level.

Mathematics curriculum (K-5) was successfully piloted, teachers were trained, and adopted.

2016-2017 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-4 th 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

2017-2018 No areas are identified as "Red" or "Orange" on the California School Dashboard.

Through the process of soliciting input from the school community, teachers identified two areas for review: scheduling for Middle School to align with High School block scheduling, and a review/research a new K-8 writing program.

2016-2017 The only area identified as “Orange” for All Students was for the school’s suspension rate. In addition, the suspension rate was “Orange” for Socioeconomically 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 gathered 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

2017-2018 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.

2016-2017 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.

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.

Increased or Improved Services

2017-2018 Services for all students, including low-income, English learners, and foster youth will be increased or improved by:

-Increased academic support through:

+Adoption of mathematics curriculum

+Piloting writing curriculum

+Refining intervention program grades 5-8

-Continuing to expand 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.

2016-2017 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

2018-2019: \$19,85,285
2017-2018: \$1,851,514

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

2018-2019: \$63,500
2017-2018: \$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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

2018-2019: \$68,000
2017-2018: \$54,043

Annual Update

LCAP Year Reviewed: 2017-18

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 Priorities: 1, 2, 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected

100% of certificated staff will participate in training with a focus on academic rigor and/or innovative teaching practices

Actual

100% of certificated staff participated in training with a focus on academic rigor and/or innovative teaching practices

Expected

Schoolwide percentage (%) of students met/exceeding standard will increase in math and language arts for grades 3-8.

Teachers will develop local rubric to measure “innovative” practices

Creation of an integrated technology plan that will guide forward direction of technology at SYVCS.

Actual

2017 Smarter Balanced Met/Exceeded Standard

ELA Math

Grade 3: 32% Grade 3: 50%

Grade 4: 80% Grade 4: 60%

Grade 5: 81% Grade 5: 42%

Grade 6: 60% Grade 6: 25%

Grade 7: 68% Grade 7: 55%

Grade 8: 74% Grade 8: 48%

Schoolwide: 66% Schoolwide: 46%

Schoolwide % of met/exceeded standard increased by 5% in math and 0% in language arts.

Teachers have developed list of examples of "innovative" practices but have yet to formalize a rubric to measure practices across the board.

An integrated technology plan has not yet been developed.

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 Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 provided all certificated staff access to training through the Valley PLC, SBCEO, curriculum training through Houghton Mifflin, and mathematics conferences.

\$20,000

\$12,500

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Teachers will develop local rubric to measure "innovative" practices within the school programs

Teachers developed list of examples of "innovative" practices but have yet to develop a local rubric to measure "innovative" practices.

\$0

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

SYVCS staff will develop and implement a general education intervention for grades 5-8.

Staff developed a general education intervention for grades 5-8 that include 2x weekly of mixed age groups based upon past performance. Specific areas of focus include skills development in mathematics and language arts, as well as typing. This program was developed within existing timelines within the master schedule as well as existing resources within the school.

\$0

\$0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

SYVCS staff work with Board to develop an integrated technology plan that will guide forward direction of technology.

A technology plan has not been developed yet.

\$5,000

\$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 within Goal #1 and Goal #2 are the major day-to-day actions of our instructional programs. Actions/Services relating to professional development and implementing new mathematics programs have been completed, with the actions/services related to creating an innovation rubric and technology plan still being in progress.

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

Training, pilot and adoption of mathematics curriculum was a big endeavor, Two of four articulated actions are in progress and yet to be completed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures come in the area of professional development, where we made a decision not to send a team to the California Charter Schools Association annual conference, instead sending individuals to math training. In addition, no expenditures have been made yet in the process of creating a technology plan.

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.

The metrics used by the state focus on measuring distance from score of 3 while our metrics focused on Met/Exceeded Standard. For a small sample size, these might show two separate outcomes, appeared to occur this year. We will continue to try to move our metrics to more closely match those reported by the state. We will continue our progress with actions/services related to completing technology plan and developing innovation rubric.

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 Priorities: 1, 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected

Pilot and adopt K-5 CCSS aligned mathematics curriculum.

Actual

Teachers selected Houghton Mifflin Math Expressions as the mathematics curriculum to pilot for the 2017-2018 school year. Teachers received two in person training days and two online training partial days as part of the pilot. Teachers recommended, and the Board approved adoption and purchase of Math Expressions curriculum K-5.

Expected

State data showing “Change Over Time” for cohort students in grades 4-8 will demonstrate increases in math and language arts

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.

Actual

2017 Smarter Balanced Change Over Time

ELA

Grade 4: -14%

Grade 5: 8%

Grade 6: 8%

Grade 7: 20%

Grade 8: 10%

Math

Grade 4: -24%

Grade 5: -7%

Grade 6: -1%

Grade 7: 27%

Grade 8: 12%

English/Language Arts (ELA) Change Over Time data shows 4/5 classes increasing the % of students scoring Met/Exceeded Standard.

Math Change Over Time data shows 2/5 classes increasing the % of students scoring Met/Exceeded Standard.

I-Ready Reading and Math scores over the three year period:

Reading

Beginning 2015/16: 29%

End 2015/16: 65%

Expected

Actual

Beginning 2016/17: 29%
End 2016/17: 71%

Beginning 2017/18: 41%
Nov/Dec: 59%
End 2017/18: TBD%

Reading scores to begin 2017-2018 show significant (12%) increase of students scoring on/above level at the beginning of the school year. End of year data will be collected in June 2018 following the adoption of the LCAP.

Math

Beginning 2015/16: 19%
End 2015/16: 61%

Beginning 2016/17: 19%
End 2016/17: 69%

Beginning 2017/18: 25%
Nov/Dec: 41%
End 2017/18: TBD%

Math scores to begin 2017-2018 show significant (6%) increase of students scoring on/above level at the beginning of the school year. End of year data will be collected in June 2018 following the adoption of the LCAP.

Expected

Middle school students will have access to grades, classwork, and homework assignments through an online Learning Management System.

Actual

Students and parents in grades 5-8 have access to grades, classwork, and homework assignments through Canvas Learning Management System.

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 Actions/Services

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

Actual Actions/Services

Teachers selected Houghton Mifflin Math Expressions as the mathematics curriculum to pilot for the 2017-2018 school year. Teachers received two in person training days and two online training partial days as part of the pilot. Teachers recommended, and the Board approved adoption and purchase of Math Expressions curriculum K-5.

Budgeted Expenditures

\$31,000
General Fund and Reserves
Object Code 4110

Estimated Actual Expenditures

\$22,000
General Fund and Reserves
Object Code 4110
Purchase of Textbooks and Materials (8 year contract beginning July 1, 2018)

\$6,500
General Fund
Publisher training for both teachers and instructional assistants

Action 2

Planned Actions/Services

Teachers will review current Language Arts programs and determine whether additional needs exist to support CCSS instruction.

Actual Actions/Services

Teachers have reviewed current Language Arts programs and recommended that a consistent writing program be purchased and used in grades K-8 to complement current programs. The actual program continues to be investigated for pilot and/or adoption during the 2018-2019 school year.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

SYVCS will add instructional minutes and student support to assist 5th grade in mathematics.

Master schedule was changed to provide 20 minutes of additional mathematics instruction for 5th graders four (4) days per week (M-Th). An additional instructional assistant was hired to work directly with 5th grade students. This instructional assistant worked in Science and Mathematics for the full class period, and part-time in Social Studies.

\$16,000
General Fund
Object Code 2110 and
corresponding benefits

\$16,000
General Fund
Object Code 2110 and
corresponding benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Director and Office Manager worked throughout the summer to set up Learning Management System (Canvas). Teachers worked throughout the school year to build courses within Canvas LMS. Students and parents in grades 5-8 have access to grades, classwork, and homework assignments through Canvas Learning Management System.

\$6,200
General Fund
Object Code 4311

\$6,200
General Fund
Object Code 4311

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

All actions and services were implemented as planned for Goal #2. The true achievement of this goal has to do with success within the High School, which is fully realized after leaving SYVCS.

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

The internal metrics related to i-Ready assessments show an increase and improvement in our student achievement entering the following grade level. The lagging indicators of Smarter Balanced Change Over Time data show a continued need to increase mathematics support, which was already planned through actions/services related to curriculum selection and implementation. The effectiveness will be measured by both state assessments and end of year benchmarks, data that is unavailable at the time of writing/adoption of the LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only difference in budgeted/estimated expenditures centers around textbook adoption. The budgeted expenditures were \$31,000 vs. \$28,500 estimated that we spent. This was due to a reduction in the total anticipated cost of the textbooks and change in payment schedule with the purchase of the materials. Payments for 2/3 (\$6,500) of the training, and 2/3 (\$22,000) of the textbook purchase were made during the fiscal year 2017-2018; with the remaining 1/3 of each payment, totaling approximately \$14,000 being made during the 2018-2019 fiscal year. The difference is with timing of payments and not the total cost of the programs.

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.

Goal #2 will remain the same, with specific actions and services adjusted to reflect the progress we have made this year. Actions with regards to mathematics curriculum, learning management systems, and 5th grade instructional support will be adjusted based upon our implementation this year, while writing programs will be updated to show our next steps of piloting and possible adoption of programs.

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 Priorities: 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Tardies per student will reduce by 5%

Actual

There were 240 students tardy (or 1.2 tardies per student) for the first half of the school year 2017-2018. This represents a 7.7% reduction in tardies per student for the first half of the school year from 2016-2017 to 2017-2018. In addition, the following progress has been made to support students on time attendance:

60% Reduction in tardies per student (first half of year) from 2013-2014 to 2017-2018

26% Reduction in tardies per student (full year) from 2013-2014 to 2016-2017

Expected

-Average Daily Attendance will increase to 96.6%

-Students with 10 or more absences will decrease by 5% from previous year

At least 5 Dragon Families and/or Buddy Activities will be Civic Service related activities.

Student Support Specialist will provide individual and group counseling, as well as provide classroom lessons and consultation/training support to staff.

Actual

Period 2 (P2) attendance for the 2017-2018 school year was 96.7%!

The State's measure of Chronic Absenteeism differs from the school measure, with the state defining chronic absenteeism as >10% of enrolled school days missed and the school measure of >10 absences. The state measure of chronic absenteeism for 2016-2017 was 6.8%.

5 of 8 Dragon Families activities completed during the 2017-2018 school year were Civic Service related activities.

Student Support Specialist through partnership with People Helping People provided individual and group counseling, in the moment playground support, and classroom lessons focused on social emotional needs and supports.

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 Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Expand schoolwide Buddy and Dragon Families programs to include at least five (5) civic service related activities.

5 of 8 Dragon Families activities completed during the 2017-2018 school year were Civic Service related activities.

\$0

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Host at least one (1) schoolwide assemblies that focus on school climate topics.

1 schoolwide assembly was hosted, in partnership with Santa Ynez Elementary School, focused on social emotional needs. The assembly was titled "Bucketfilling".

\$2,000
PTSO Funds
PTSO

\$200
PTSO Funds
PTSO

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Report tardy and attendance rates each trimester to the Board and to all parents in the Tuesday Folder.

Tardy and attendance data was presented to the Board twice this year, once during the Board Retreat and included in Director's report in April following P2 attendance reporting. The data was not shared with parents through the Tuesday Folder.

\$0

\$0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue providing Student Support Specialist for individual, group, playground support, as well as classroom lessons and staff training.

Student Support Specialist provided through partnership with People Helping People.

\$17,000
General Fund
Object Code 7143

\$17,000
General Fund
Object Code 7143

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

All actions/services were implemented during the 2017-2018 with the exception of reporting tardies and attendance through the Tuesday Folder.

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

All established outcomes were met or exceeded within this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted and estimated actual expenditures exist within this goal.

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.

The action/service of reporting attendance and tardies to the Board and parents through the Tuesday Folder will be modified as a result of the analysis of this goal.

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 Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

Determination of Foundations' role in SYVCS clarified.

New baseline of volunteer hours established.

Actual

It was determined that, at this time, SYVCS does not have the capacity to run a Board, PTSO, and an Education Foundation. The functions of the Foundation were specific to fundraising, which can be done by the Board and PTSO, and therefore the Foundation was closed and all funds raised distributed back to the school.

1000 hours of parent volunteer efforts have been recorded. While this significantly under-represents the total time volunteered, this will be established as the baseline for future volunteer increases.

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 Actions/Services

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.

Actual Actions/Services

The Director and Office Manager met with the remaining Foundation members and clarified their desire to not continue with the Foundation. Without leadership to continue the work of a separate non-profit organization, the school has worked to help that organization dissolve, including the receipt of \$55,000 worth of funds raised at prior years auctions to benefit the school.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Staff have continued to encourage reporting of volunteer hours through the Tuesday Folder, announcements at major school events, and through informal conversations. This has resulted in 1000 hours being recorded through ParentSquare.

\$0

\$0

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 two actions and services planned were implemented this year.

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

The Foundation's role was clarified through dissolution and receipt of funds. The work to re-establish a baseline of volunteer hours continues to significantly under-represent the time parents/families give to our school. Continued work in this area is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist between the budgeted and estimated actual expenditures within Goal #4.

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.

Modifications of actions/services will be made to build on fundraising efforts as well as capturing a true engagement figure for parent volunteer hours.

Stakeholder Engagement

LCAP Year: 2018-19

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?

2018-2019

2017-2018

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?

2018-2019

2017-2018

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 1, 2, 4, 5

Local Priorities:

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 Measureable 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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Statewide
Assessment Data

2016 Smarter Balanced
Met/Exceeded Standard
ELA
Grade 5: 52%
Grade 6: 48%
Grade 7: 64%
Grade 8: 77%
Schoolwide: 66%

Math
Grade 5: 26%
Grade 6: 28%
Grade 7: 36%
Grade 8: 31%
Schoolwide: 41%

Schoolwide percentage
(%) of students
met/exceeding standard
will increase in math and
language arts for
grades 3-8.

Statewide assessments
results (grades 3-8)
change will show an
increase in the distance
from 3 in Mathematics and
Language Arts.

Statewide assessment
results (grades 3-8) change
will show an increase in the
distance from 3 in
Mathematics and Language
Arts.

Local Rubric
("innovation")

Teachers have defined
"innovation"

Teachers will develop local
rubric to measure
"innovative" practices

School will finalize a local
rubric to measure
"innovative" practices

School will measure
"innovative" practices within
the school programs as
measured by local rubric.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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.

Creation of an integrated technology plan that will guide forward direction of technology at SYVCS.

Implement 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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000		
Source	General Fund		

Year	2017-18	2018-19	2019-20
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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Teachers will develop local rubric to measure “innovative” practices within the school programs

Staff will measure “innovative” practices within school programs using local rubric.

Budgeted Expenditures

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

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans, 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

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

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Staff will implement integrated technology plan.

Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 1, 2, 4, 5

Local Priorities:

Identified Need:

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

Expected Annual Measureable 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 CCSS.

Pilot and adopt K-5 CCSS aligned mathematics curriculum.

Pilot K-8 writing program.

Adopt K-8 writing program.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

StatewideAssessment
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.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Local Benchmark
Data

Student outcomes from iReady 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%

Math
Beginning 2016/17: 19%
End 2016/17: 69%

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.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans, K-5

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Teachers will implemented adopted math curriculum

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,000	\$15,000	
Source	General Fund and Reserves	General Fund and Reserves	
Budget Reference	Object Code 4110	Object Code 4110	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will review current Language Arts programs and determine whether additional needs exist to support CCSS instruction.

Teachers will pilot K-8 writing program and make a recommendation for adoption.

Teachers will recommend adoption of writing program K-8 as determined by pilot.

Budgeted Expenditures

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

Action #3

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans, 5th Grade

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Grade spans, 5-8

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

As determined by staff recommendations during 2017-2018, a plan for modified block scheduling has been outlined that would align grades 7 and 8 with the High School block scheduling.

Staff with finalize recommendation of block scheduling and may implement a modified block schedule for grades 7 and 8.

Staff will review scheduling for students in grades 5-8 to ensure the greatest alignment with high school preparation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$16,000	\$16,000
Source	N/A	General Fund	General Fund
Budget Reference	N/A	Object Code 2110 and corresponding benefits	Object Code 2110 and corresponding benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 5, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable 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%
-2015-2016 45 students had 10 or more absences

-Average Daily Attendance will increase to 96.6%
-Students with 10 or more absences will decrease by 5% from previous year

-Average Daily Attendance will increase to 96.8%
-Students with 10 or more absences will decrease by 5% from previous year

-Average Daily Attendance will increase to 97%
-Students with 10 or more absences will decrease by 5% from previous year

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$0

\$0

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	
Budget Reference	N/A	N/A	

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Host at least one (1) schoolwide assemblies that focus on school climate topics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000		
Source	PTSO Funds		
Budget Reference	Donations-PTSO		

Action #3

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

Students to be Served

Location(s)

N/A

N/A

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

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Report tardy and attendance rates each trimester to the Board and to all parents in the Tuesday Folder.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$0

Source

N/A

Year	2017-18	2018-19	2019-20
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	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Continue providing Student Support Specialist for individual, group, playground support, as well as classroom lessons and staff training.

Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

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 Priorities: 3

Local Priorities:

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

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.	N/A	N/A
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 2016-2017 school year.	New baseline of volunteer hours established.	Increase parent volunteer hours by 5% from prior year.	Increase parent volunteer hours by 5% from prior 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

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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-

SYVCS Board will host 2 joint meetings with school connected organization leadership to coordinate goals and projects.

connected
community organization.

Budgeted Expenditures

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

Action #2

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	
Source	N/A	N/A	

Year	2017-18	2018-19	2019-20
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Budget Reference			
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N/A

N/A

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$68,000

3.79%

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.

The following actions/services are planned to be funded for the LCAP year 2018-2019:

- 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.
- Writing curriculum, pilot and recommendation for adoptions, grades K-5, estimated expenditures \$8,000 from General Fund. Piloting and recommendation of new curriculum in writing programs.
- Increased Academic support for middle school, \$16,000. Targeted to help support modified block schedules that prepare students for high school.
- 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.