



# Local Control and Accountability Plan

**DRAFT**

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## Plan Summary 2021-24

### General Information

A description of the Charter School and its students.

Santa Ynez Valley Charter School was founded in 2000 as an independent public school of choice serving families in the Santa Ynez Valley and surrounding regions. The school mission is to provide a nurturing, supportive and collaborative educational environment, challenging curriculum, character development and a solid preparation for High School.

SYVCS is a not-for-profit corporation governed by a Board of Directors. Our sponsoring district is the College School District, Santa Ynez. The CA Dashboard for 2022 shows enrollment at 172 students in Kindergarten through 8<sup>th</sup> grade, of whom 40 (23%) are Hispanic, 1 is African American, 2 are Asian, 114 (66%) are white, 15 (9%) are Two or More Races. Thirty (17%) are socio-economically disadvantaged, 13 are students with disabilities, 7 are English Learners.

The school provides a comprehensive curriculum and support services for all its students and also participates in athletics and community service activities. The school prides itself on a collaborative ethos, progressive educational outlook and high levels of parent participation.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In 22-23 we started to move away from the interruptions of the pandemic and have returned to a normal and predictable school environment. Enrollment has remained steady and in addition to returning to our regular routines in the classroom, our students are back to exploring fully their creativity in the art, music and drama programs, especially with the addition of a full-time music teacher.

Academically we are making ground on bringing students up to meeting or exceeding standards, in particular in English Language Arts, although Math continues to be an area of growth for us. We have achieved stability and continuity with our teaching staff and have put in practical steps to align learning vertically from grade to grade. This year we also continued to develop the Dragon Habits of Heart and Mind, which are a set of learner outcomes for our Dragons. Our students are getting to know them and beginning to demonstrate them.

Financially speaking, we were able to achieve a surplus budget during the 21/22 academic year, a trend we plan to continue as we grow and thrive. We were able to offer our dedicated teachers and support staff a pay raise that they deserve. For the third year in a row, we achieved a 95% participation rate from our families in the Annual Appeal.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There are no areas that need significant improvement based on a review of most recent Dashboard and local data.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

There are three main goals that are central to the Local Control and Accountability Plan:

1. Maintain academic excellence through a challenging and innovative academic program
2. Maintain a productive school environment that is socially and emotionally safe and leads to positive engagement
3. Increase stakeholder involvement in school activities and decision-making processes

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

SYVCS has made efforts to solicit stakeholder feedback before finalizing the LCAP. These include surveys completed by parents and students. The draft LCAP was also shared with our Teachers' Association and representatives of the Parent Teacher Student Organization prior to being presented to the Board in May 2023. A parent meeting for all families was held on May 12, 2023 and the LCAP was presented with discussion and opportunity for feedback. LCAP goals are mainly derived from strategic planning initiatives at the Board level. Our Board of Directors are parents or former parents of the school. The Director, under the guidance of the Board, has initiated a robust stakeholder process and the engagement of the school community was considered before finalizing the LCAP.

A summary of the feedback provided by specific stakeholder groups.

Feedback provided by stakeholder groups demonstrates a continued need for the school to continue to focus on closing the ‘learning gap’ and to maintain enrichment programs and social activities for our students. Feedback further indicates satisfaction with the way the school organized learning during the school year and the way in which we continued to offer a challenging curriculum in the core subjects. The parent and student survey results were positive in all areas. The school community as a whole has united in facing the challenges during the pandemic and all stakeholders have played a role in ensuring the school continues to be successful.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

PTSO and parent feedback indicates a need to improve communication to stakeholders for purposes of parent engagement and participation in events and volunteer opportunities. Embedded in this goal is the desire to have more community events on campus and to enhance the profile of the students and school in areas such a visual and performing arts and showcasing talent.

Board and parent feedback has been instrumental in creating the goal of enhancing the overall school environment and experience for children, of providing a rigorous curriculum and extracurricular program, and of increasing enrollment and retention of students.

The Board of Directors has established a Strategic Plan that informs many of the elements of the LPAC. The plan is endorsed by the Teachers’ Association and the PTSO.

# Goals and Actions

## Goal 1

Goal #	Description
1	Maintain academic excellence through a challenging and innovative academic program

An explanation of why the LEA has developed this goal.

This goal is aligned to our school mission and it is critical for us to raise student performance as measured by CAASPP test scores.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain % of students with CASS aligned curriculum	100%	100%	100%		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % meeting standard in ELA to	75.2%	State indicators suspended	67.8%		80%
Increase % meeting standard in Math to	52.9%	State indicators suspended	26.4%		70%
Maintain % of students in required courses of study	100%	100%	100%		100%

## Actions

Action #	Title	Description	Total Funds
1.01	Curriculum	Purchase and implement K-4 Reading curriculum via Houghton Mifflin	\$5,000
1.02	Curriculum	Purchase and implement 7-8 Math curriculum (Big Ideas) via Cengage	\$6,000
1.03	Curriculum	Continue to use CASS aligned instructional materials such as Lexia	\$6,000
1.04	Professional Development	Provide ongoing PD in K-8 to improve implementation of curriculum	\$15,000
1.05	Tutoring support	Provide after-school tutoring to grades 4-8	\$6,500
1.06	Support underperforming students	Develop a plan to identify and support underperforming students	\$0
1.07	After school programs	Continue to support after school enrichment activities	\$19,000
1.08	Special Education	Participate in SYV SpEd Consortium	\$185,000

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We have invested more in professional development for staff and have also subscribed to Star testing for regular diagnostic testing in ELA and Math. We have also added an online Science curriculum.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a result of the above, the school expended \$15,000 less than anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

The purchase and implementation of curriculum to support K-4 reading and MS math have been critical in improving learning in those areas.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school has committed to increasing the focus on professional development activities.

## Goal 2

Goal #	Description
2	Maintain a school environment that is socially and emotionally safe and productive and leads to positive engagement

An explanation of why the LEA has developed this goal.

This goal is aligned to our school mission and it is critical for us to promote positive staff, student and family engagement in the school community

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain the school attendance rate above 97%	97%	State indicators suspended	92%		97.5%
Decrease chronic absenteeism rate on CA dashboard	8.2%	State indicators suspended	19%		2.5%
Improve retention of students in grades 5 - 8	75%	77%	91%		95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve suspension rate on CA dashboard	0.5%	State indicators suspended	0%		0%
Improve rating on <i>Climate Survey</i> : At my school I help decide things like class activities	2.8/5	3.3/5	2.7/5		3.8/5
Improve rating on <i>Climate Survey</i> : My school is usually clean and tidy	3.7/5	4.1/5	3.5/5		4.5/5

## Actions

Action #	Title	Description	Total Funds
2.01	Administrative	Provide support for teaching and learning through hiring Lead Teacher	\$40,000
2.02	Enrichment programs	Contract with Arts Outreach for art, music and dance	\$25,000
2.03	Enrichment programs	Contract with Explore Ecology for environmental education	\$5,000
2.04	Instructional aide	Provide additional instructional aide to support students	\$17,500
2.05	SEL curriculum	Integrate Health/Social and Emotional learning in the curriculum through PD activities	\$0
2.06	Athletics Programs	Provide funding to support the athletics programs in Middle School	\$6,500
2.07	Student leadership and decision making	Increase opportunities for students to participate in leadership activities and decision making at school. Enhance recognition programs.	\$0
2.08	Facilities maintenance	Provide adequate custodial and maintenance services to maintain a safe and clean campus	\$55,000

# Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Most of the above item actions continue to be implemented as planned. Providing PD for integrating Health/Social and Emotional learning in the curriculum was started in 22-23 and will continue in 23-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Provide support for teaching and learning through hiring Lead Teacher - this has been effective in giving more attention to students and teachers in the learning process.  
 Enrichment activities – the school has resumed almost all of the art and music programs, so this was effective. Garden time has been more limited this year.  
 Student leadership and recognition – this was the 2<sup>nd</sup> year of Dragon Leaders, and the school also introduced assemblies 6 times a year for recognition of Dragon Habits. An Honor Roll was also implemented in Middle School. Overall these initiatives have been effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school will integrate Health/Social and Emotional learning in the curriculum through PD activities.

## Goal 3

Goal #	Description
3	Increase stakeholder involvement in school activities and decision-making processes

An explanation of why the LEA has developed this goal.

This goal is aligned to our school mission and there is a strong correlation between high levels of parent and community participation and overall academic success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the % of parents responding to the <i>Parent Survey</i>	50%	55%	49%		75%
Improve rating on <i>Parent Survey</i> : SYVCS promotes parent volunteering effectively	3.9/5	4.6/5	4.3/5		4.5/5
Improve rating on <i>Parent Survey</i> : SYVCS allows input and welcomes parents' contributions	3.7/5	4.7/5	4.4/5		4.3/5
Improve rating on <i>Parent Survey</i> : This school year, has any adult in your household attended a PTSO meeting?	14	8	12		25

## Actions

Action #	Title	Description	Total Funds
3.01	Development Associate	Increase communication between school and parent volunteers via outreach	\$16,500
3.02	Board visibility	Enhance the visibility and profile of parent Board members among the school community	\$0
3.03	Social media	Continue to enhance school profile and communication via social media platforms	\$1,000
3.04	Onboarding	Create outreach program for new members of the school community	\$0
3.05	Volunteer opportunities	Communicate volunteer opportunities to school families	\$0
3.06	PTSO/Family events	Create a calendar of regular school events with PTSO and Board to integrate families	\$0
3.07	Community partners	Strengthen community relations and partnerships through Executive Director and Board outreach	\$0



# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There are no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school did not incur expenses for social media this year.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall the actions listed above have been effective. The school has an increased presence on social media and events for families have returned to the calendar, including the carnival. The PTSO had a very successful year in terms of fundraising and bringing in families to participate in activities or volunteering.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There is a continued need to reach out to parents (especially those new to the school) with information about how to be involved in volunteering and with the PTSO.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.49%	\$58,310

# Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The needs of needs of foster youth, English learners, and low-income students are a primary consideration for the school and every effort is made to provide appropriate services. The actions in place to support students with unique needs include, but are not limited to the following:

- 1.04 Provide ongoing PD in K-8 to improve implementation of curriculum
- 1.05 Provide after-school tutoring to grades 4-8
- 1.06 Develop a plan to identify and support underperforming students
- 1.07 Continue to support after school enrichment activities

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The number of unduplicated students in 23-24 is projected to be 35 students and the apportionment is set to increase by 3.49%. The interventions in place for the school year, outlined above, are intended to provide the highest level of support for our English learners, and low-income students.