Local Control and Accountability Plan DRAFT

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Ynez Valley Charter School	Dr. John Dewey, Executive Director	jdewey@syvcs.org 805-686-7363

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 2021 shows enrollment at 144 students in Kindergarten through 8th grade, of whom 38 (27%) are Hispanic, 1 is African American, 1 is American Indian, 2 are Asian, 95 (66%) are white, 6 are Two or More Races. 26 (18%) are socio-economically disadvantaged, 9 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.

After the challenges that the pandemic presented us between March 2020 - June 2021, we were able to return to full-time, in-person learning at SYVCS. Enrollment increased 16% for the start of the 21-22 school year. In addition to returning to our regular routines in the classroom, our students could get back to exploring their creativity in the art, music and drama programs that were offered this year. Field trips also returned, including overnight camping trips to Refugio State Beach for our 5th graders and Big Sur for our 7th graders. And improvements were made to our campus, including new pavement on the plaza, a beautiful mural in the lunch area, the relocation of the playground equipment and a shade structure in the 8th grade lounge.

Academically we are making ground on bringing students up to meeting or exceeding standards. 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 developed the Dragon Habits of Heart and Mind, which are a set of learner outcomes for our Dragons. We look forward to our students getting to know them and being able to demonstrate them.

Financially speaking, we were able to achieve a balanced budget during the 20/21 academic year, a trend we plan to continue this year and next, while also offering our dedicated teachers and support staff a pay raise that they deserve. For the second year in a row, we achieved a 95% participation rate from our families in the Annual Appeal.

Note: state law has suspended the reporting of state indicators on the 2021 Dashboard.

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 June 2022. 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 resume normal operations after the impact of the pandemic, 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 to enhance the middle school experience; to provide a rigorous curriculum and extracurricular program, and to create a transition program for students moving from elementary to middle school.

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%

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			80%
Increase % meeting standard in Math to	52.9%	State indicators suspended			70%
Maintain % of students in required courses of study	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	$3,000
1.04	Professional Development	Provide ongoing PD in K-8 to improve implementation of curriculum	$10,000
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	$13,000
1.08	Learning Hub	Provide families with after school access to internet and technology	$10,000
1.09	Special Education	Participate in SYV SpEd Consortium	$155,000

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.

The key differences are that the school did not implement a Learning Hub for families to access technology and the internet, and we did not meet the goal of investing in professional development for staff at the projected level.

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. The after school tutoring program was also successful in meeting individual student needs.

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			97.5%
Decrease chronic absenteeism rate on CA dashboard	8.2%	State indicators suspended			2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve retention of students moving from elem to middle school	75%	77%			95%
Improve suspension rate on CA dashboard	0.5%	State indicators suspended			0%
Improve rating on *Climate Survey*: At my school I help decide things like class activities	2.8/5	3.3/5			3.8/5
Improve rating on *Climate Survey*: My school is usually clean and tidy	3.7/5	4.1/5			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	4th grade shadow experience	Create a shadow experience and educational program for students and families transitioning from 4th to 5th grade	$0
2.08	Student leadership and decision making	Increase opportunities for students to participate in leadership activities and decision making at school. Enhance recognition programs.	$0
2.09	Facilities maintenance	Provide adequate custodial and maintenance services to maintain a safe and clean campus	$55,000

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.

All of the above item actions have been implemented as planned, other than integrating Health/Social and Emotional learning in the curriculum. This will be achieved in 2022-23.

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 resumed almost all of the art, music and garden programs, so this was effective.

Transition from 4th to 5th grade – we had a combined field trip which was successful, and 4th graders shadowed the 5th grade. We didn't have a program for parents this year. Overall this was effective for students.

Student leadership and recognition – this was the 2nd 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 very 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 *Parent Survey*	50%	55%			75%
Improve rating on *Parent Survey*: SYVCS promotes parent volunteering effectively	3.9/5	4.6/5			4.5/5
Improve rating on *Parent Survey*: SYVCS allows input and welcomes parents' contributions	3.7/5	4.7/5			4.3/5
Improve rating on *Parent Survey*: This school year, has any adult in your household attended a PTSO meeting?	14	8			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 annual fundraiser. There was also a successful volunteer recognition dinner this year.

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%	$56,344

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

1.08 Provide families with after school access to internet and technology

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

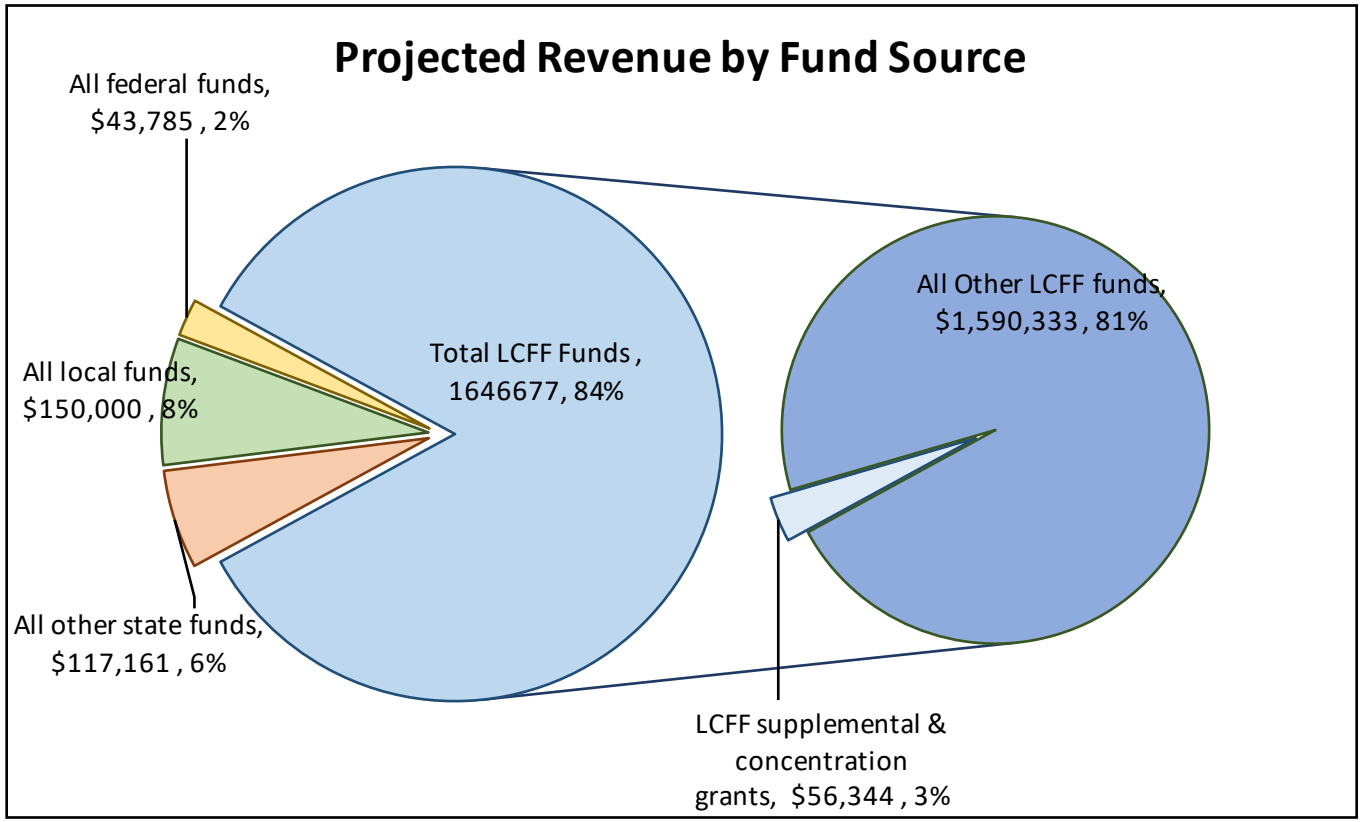
The number of unduplicated students in 22-23 is projected to be 35 students and the apportionment is set to increase by 3.49%. The interventions in place for the school year, outlined above, are intended to provide the highest level of support for our English learners, and low-income students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Ynez Valley Charter School
CDS Code: 42 69179 6118434
School Year: 2022 – 23
LEA contact information: Dr. Dewey, 805-686-7363, jdewey@syvcs.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

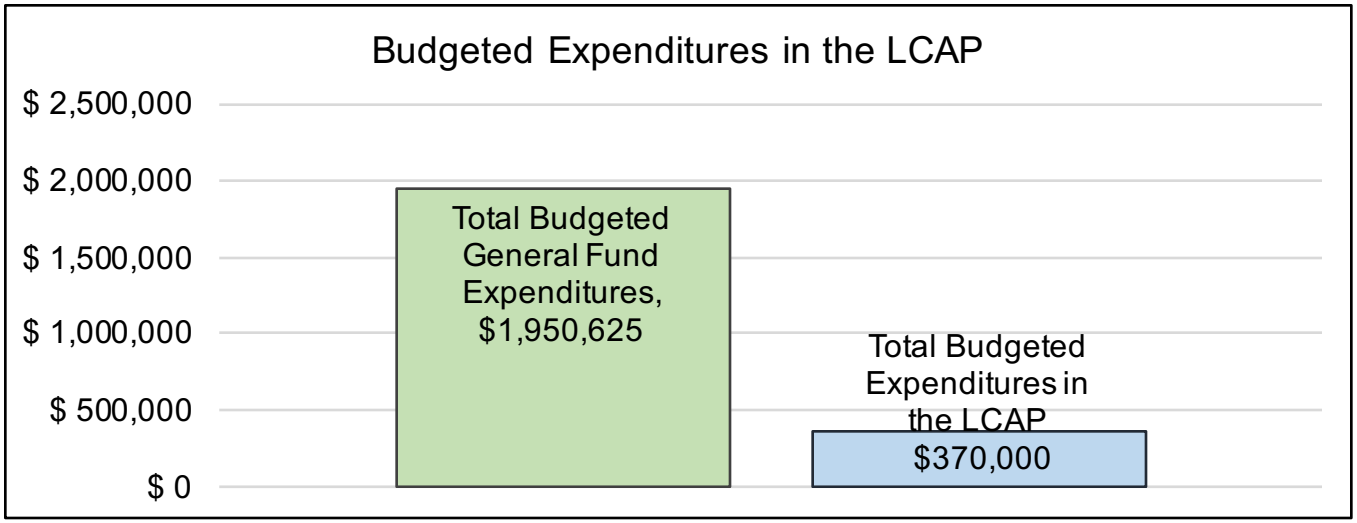


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Santa Ynez Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Ynez Valley Charter School is $1,957,623.00, of which $1,646,677.00 is Local Control Funding Formula (LCFF), $117,161.00 is other state funds, $150,000.00 is local funds, and $43,785.00 is federal funds. Of the $1,646,677.00 in LCFF Funds, $56,344.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Ynez Valley Charter School plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

LCFF Budget Overview for Parents

The text description of the above chart is as follows: Santa Ynez Valley Charter School plans to spend $1,950,625.00 for the 2022 – 23 school year. Of that amount, $370,000.00 is tied to actions/services in the LCAP and $1,580,625.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

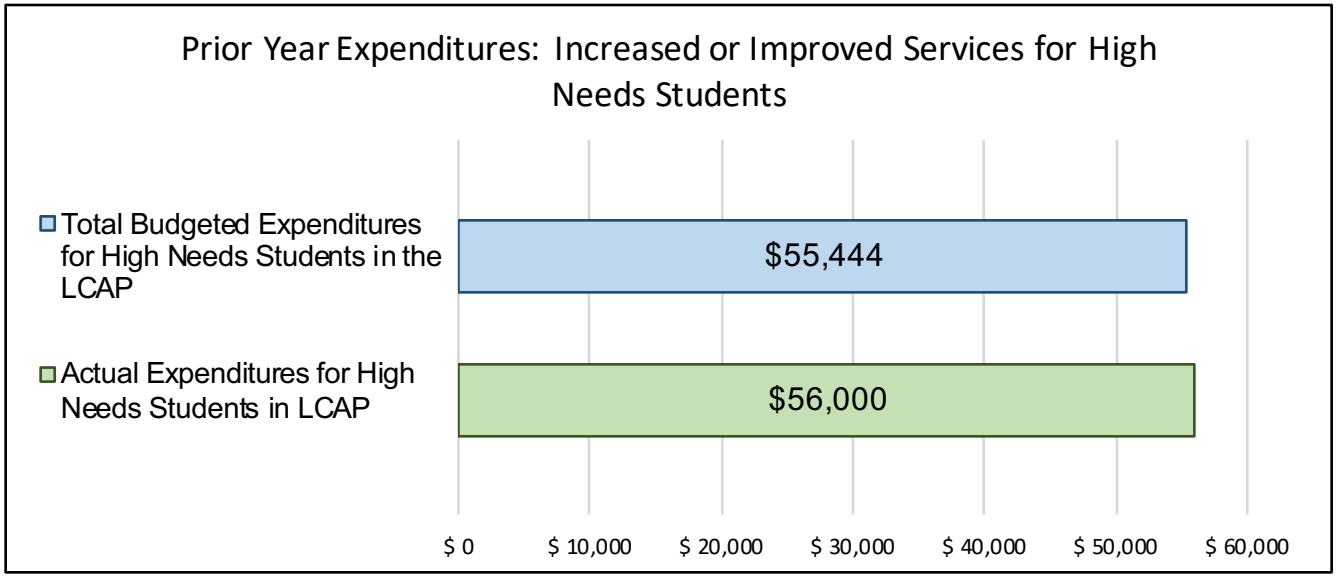
General fund expenditures; primarily salaries and benefits.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Santa Ynez Valley Charter School is projecting it will receive $56,344.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Ynez Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Ynez Valley Charter School plans to spend $57,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Santa Ynez Valley Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Ynez Valley Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Santa Ynez Valley Charter School's LCAP budgeted $55,444.00 for planned actions to increase or improve services for high needs students. Santa Ynez Valley Charter School actually spent $56,000.00 for actions to increase or improve services for high needs students in 2021 – 22.