

**LCFF Budget Overview for Parents: Data Input**

<b>Local Educational Agency (LEA) name:</b>	Sycamore Academy of Science and Cultural Arts
<b>CDS code:</b>	33-75176-0120204
<b>LEA contact information:</b>	Barbara Hale
<b>Coming LCAP Year:</b>	2019-2020
<b>Current LCAP Year</b>	2018-2019

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total LCFF funds	\$ 5,090,983
LCFF supplemental & concentration grants	\$ 422,070
All other state funds	\$ 934,100
All local funds	\$ -
All federal funds	\$ 252,408
<b>Total Projected Revenue</b>	<b>\$ 6,277,491</b>

<b>Total Budgeted Expenditures for the 2019-2020 LCAP Year</b>	<b>Amount</b>
Total Budgeted General Fund Expenditures	\$ 5,547,864
Total Budgeted Expenditures in LCAP	\$ 235,000
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 117,500
Expenditures not in the LCAP	\$ 5,312,864

<b>Expenditures for High Needs Students in the 2018-2019 LCAP Year</b>	<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 117,500
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 117,500

**LCFF Budget Overview for Parents: Narrative Response Page**

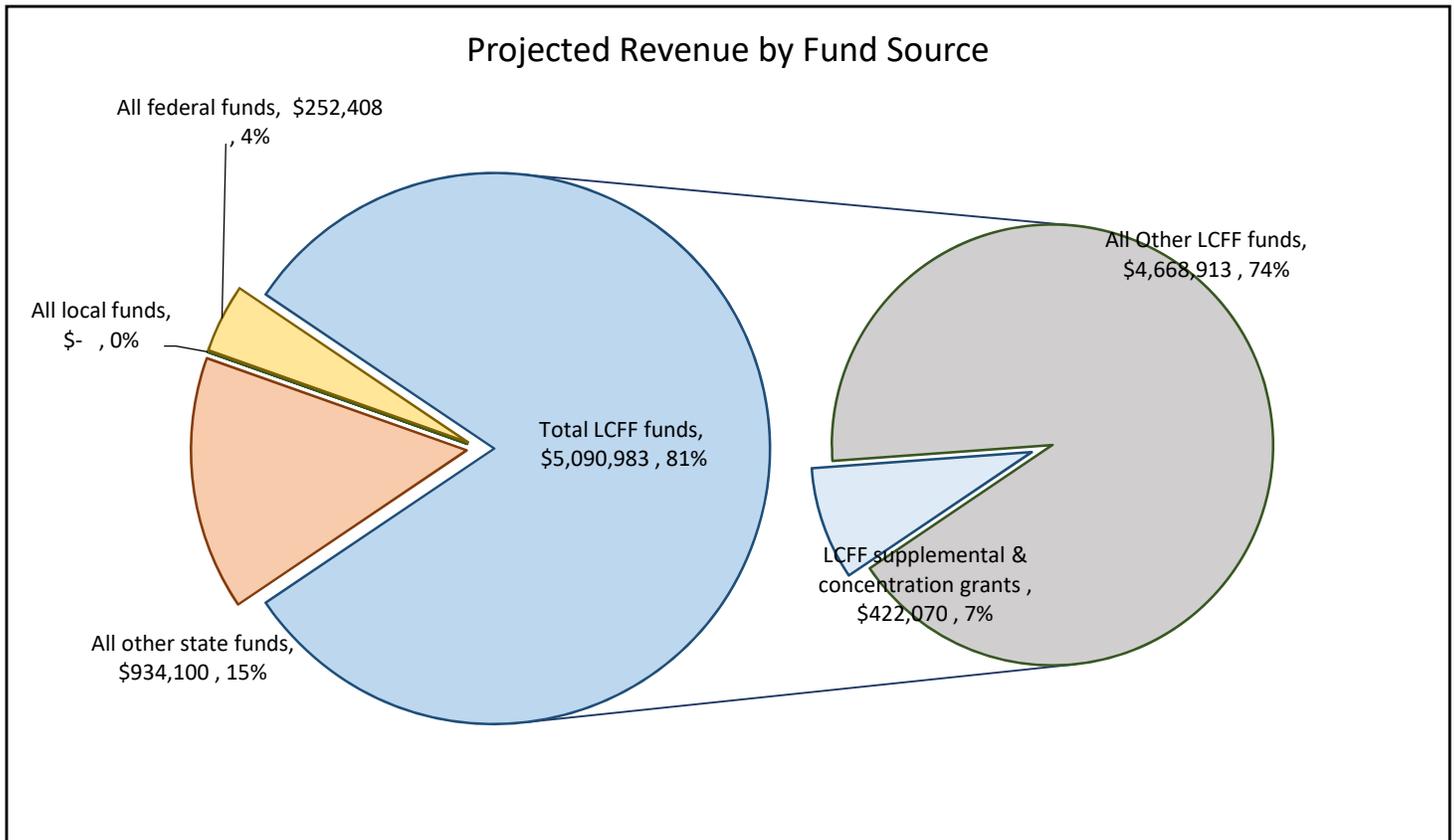
<b>Required Prompt(s)</b>	<b>Response(s)</b>
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p> <p>The amount budgeted to increase or improve services for high needs students in 2019-2020 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-2020. Provide a brief description of how the actions/services in the LCAP will meet the requirement</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Academy of Science and Cultural Arts  
CDS Code: 33-75176-0120204  
Local Control and Accountability Plan (LCAP) Year: 2019-2020  
LEA contact information: Barbara Hale

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 2019-2020 LCAP Year

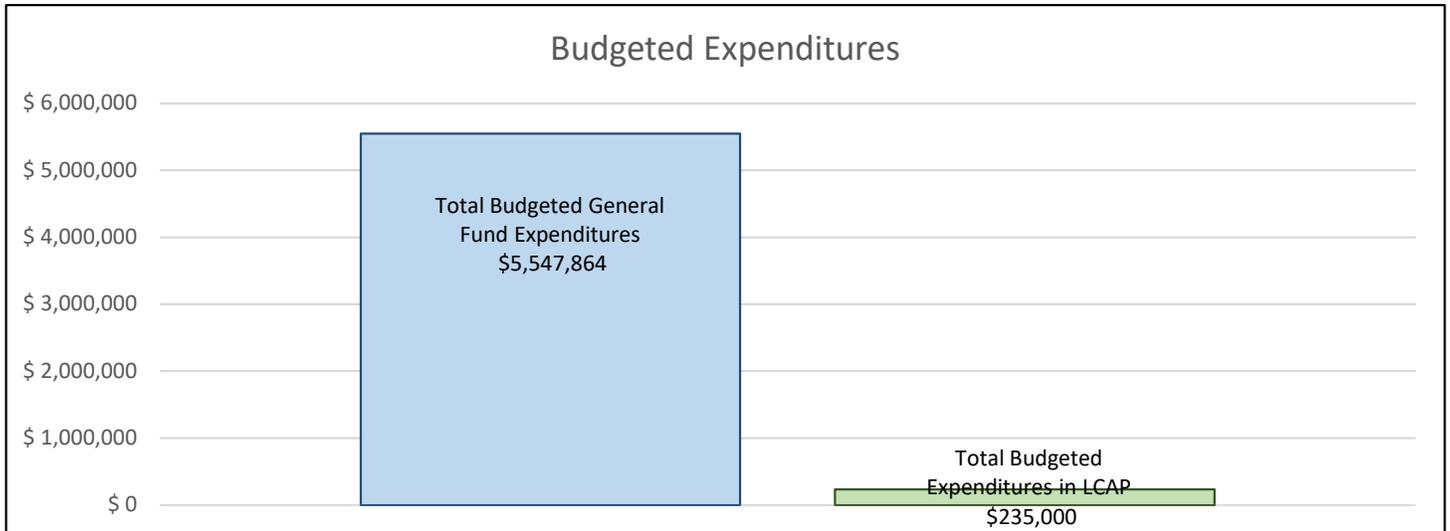


This chart shows the total general purpose revenue Sycamore Academy of Science and Cultural Arts expects to receive in the coming year from all sources.

The total revenue projected for Sycamore Academy of Science and Cultural Arts is \$6,277,491.00, of which \$5,090,983.00 is Local Control Funding Formula (LCFF), \$934,100.00 is other state funds, \$0.00 is local funds, and \$252,408.00 is federal funds. Of the \$5,090,983.00 in LCFF Funds, \$422,070.00 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.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Sycamore Academy of Science and Cultural Arts plans to spend for 2019-2020. It shows how much of the total is tied to planned actions and services in the LCAP.

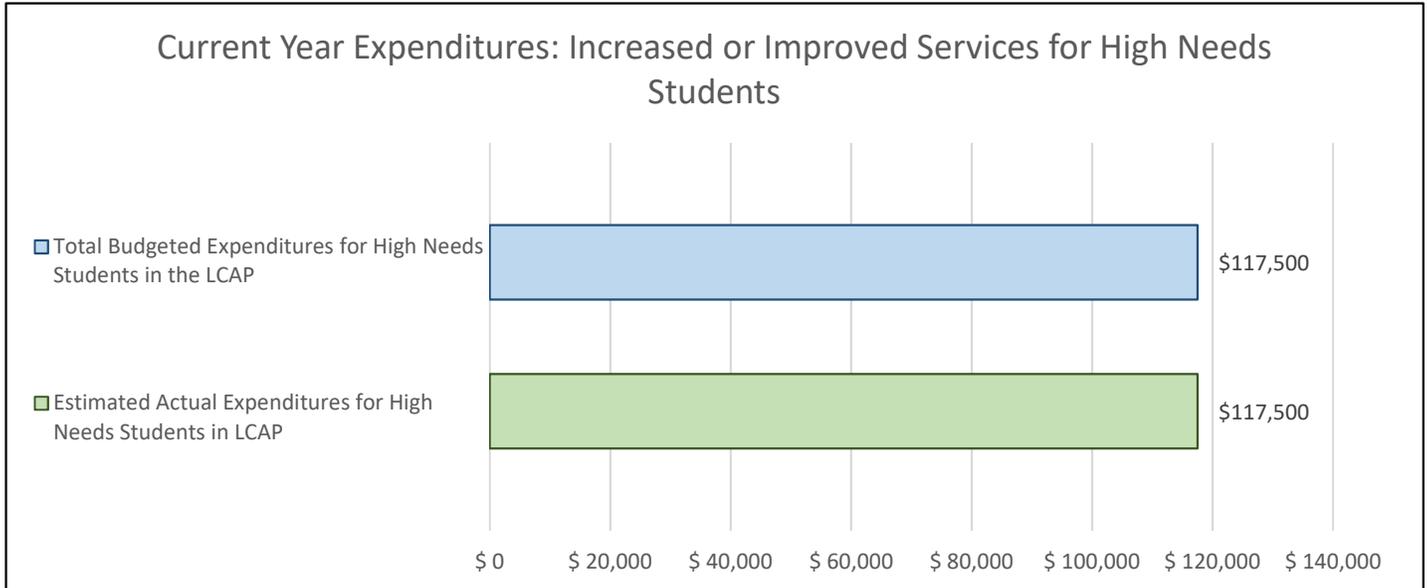
Sycamore Academy of Science and Cultural Arts plans to spend \$5,547,864.00 for the 2019-2020 school year. Of that amount, \$235,000.00 is tied to actions/services in the LCAP and \$5,312,864.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in 2019-2020

In 2019-2020, Sycamore Academy of Science and Cultural Arts is projecting it will receive \$422,070.00 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Academy of Science and Cultural Arts must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sycamore Academy of Science and Cultural Arts plans to spend \$117,500.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-2019



This chart compares what Sycamore Academy of Science and Cultural Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sycamore Academy of Science and Cultural Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-2019, Sycamore Academy of Science and Cultural Arts's LCAP budgeted \$117,500.00 for planned actions to increase or improve services for high needs students. Sycamore Academy of Science and Cultural Arts estimates that it will actually spend \$117,500.00 for actions to increase or improve services for high needs students in 2018-2019.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): 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	Contact Name and Title	Email and Phone
Sycamore Academy of Science and Cultural Arts-Wildomar	Barbara Hale Executive Director	<a href="mailto:b.hale@sycamoreacademycharter.org">b.hale@sycamoreacademycharter.org</a> 951-678-5217

## 2017-20 Plan Summary

### The Story

*Describe the students and community and how the LEA serves them.*

Sycamore Academy of Science and Cultural Arts (SASCA) opened its doors in fall of 2009 upon the approval of the Lake Elsinore Unified School District Governing Board. The school began operations in a newly constructed store front as the first tenants. The facility was a two-story site with average classroom size of 1,200 square feet. Each classroom had an individual restroom. The building was brand new, initially leased as a “shell”. The charter was approved on June 25, 2009 and opened to students on September 14, 2009. The final days before students arrived, the community came together to paint, roll out carpet, refurbish donated furniture, set up classrooms and organize supplies. The school began with approximately 240 students and has grown to about 600.

SASCA is located in the City of Wildomar, within the Lake Elsinore Unified School District. Wildomar is neighbored by Lake Elsinore to the North, Murrieta to the West and South, and Menifee to the East.

Wildomar officially became a city on July 1, 2008, at that time home to about 28,000 residents, it has since grown to just under 37,000 as of the 2017 census data. Wildomar is a community of more mature homes and acreages with horses and other animals mixed with more modern housing tracts. The median income is \$62,976 with an overall poverty rate of 16.11%. 30% of residents in Wildomar are renters.

The overall median age in Wildomar is 34.5 years, 33.1 years for males and 35.9 years for females. The city has seen an average growth rate of more than 2% over the last five years.

	White	Hispanic	Black	American Indian	Asian	Pacific Islander	Other race	2 or more
State	23.2%	54.3%	5.5%	.5%	9.2%	.5%	3.3%	3.5%
County	20.8%	63.8%	6.1%	.5%	3.1%	.4%	2.4%	3.1%
District	27%	60%	3.7%	.3%	1.7%	.2%	1.7%	5.4%
City	31.2%	39.7%	5.2%	.9%	5%	.4%	14.4%	3.2%
SASCA	32%	49.7	2.1%	.7%	2.2%	.3%	6.7%	6.2%

Wildomar is home to the Inland Valley Regional Medical Center, part of the Southwest Healthcare System. In recent years, the retail community has grown significantly. Local entertainment is nearby in the cities of Lake Elsinore, Murrieta and Temecula.

During the first year, the school community faced many challenges including the lead petitioner and appointed Director falling ill almost immediately after approval, hostile relations with the authorizing agency, and the most significant deferrals to education in recent history. The Board placed the final member of the executive committee in charge as the administrative designee as they searched for a replacement director. The school saw three different Director/Principals in the first year. In the second year, the school team learned that they were precluded from receiving class size reduction funding and all staff agreed to take a 15% pay cut to keep the school opened. The administration renegotiated the lease in order to maintain positive cash flow. When the first-year state test results were released, the District Superintendent issued a Notice of Violation and threatened to revoke the petition because the school “only received an 801” By the third year, the school was nearing capacity for the building and plans got underway for a long-term solution to the facilities issue.

Enrollment at SASCA has grown steadily since the school’s inception in 2009. When the school was approved by the Lake Elsinore Unified School District, the school was located in a retail shopping center. That site had almost no play area however, the classrooms averaged 1,200 square feet and each had its own restroom. The school was the first tenant in the shopping center but was quickly joined by Baron’s Marketplace and others. The school quickly made partnerships with the neighboring businesses and to this day enjoys those partnerships. As SASCA approached its first renewal, the facility was at capacity so administration began working on a new facility.

As part of the renewal, SASCA requested to expand from sixth to eighth grade. The expansion was approved with the renewal. After the renewal, SASCA notified the district of the intent to become an LEA for Special Education. The same year that the school moved to the new site, the school also became a member of the El Dorado County Charter SELPA and became fully responsible for its own Special Education services.

At the beginning of 2013 the Board and administration began working with a realtor in search of property and with an investment banker on securing bond revenue for new facilities. In September of 2014, SASCA secured \$9.4 million in revenue bonds. By September 2015, SASCA’s new site was ready for students. The organization acquired the property at 23151 Palomar street with the revenue and began ground-up construction of the 28,000 square foot facilities on the 7.2 acres parcel. Because of the highly collaborative relationship with the City of Wildomar and the contractor’s ability to leverage appropriate and timely resources, the new school opened to students in September of 2015, just 5 months after construction began. Now in our fourth school year at our new, 7.2-acre site, we recently acquired the 5.4 acres next door to add more parking and plan to build additional office and learning space at a later date. SASCA has a highly visible presence in

the community, not just the school site but also the participation of students, staff and families within the community.

The Material Revision required by the move to the new facility also included the addition of an Independent Study Program (Home Study). At that time, the school requested to add a small Independent Study program to our charter in order to accommodate some of our students that are in competitive sports or acting, but not limiting participation in our Home Study program to those categories. At the request of LEUSD, SASCA agreed to add a Transitional Kindergarten Program.

Since moving to the new site, SASCA has managed to achieve 1:1 with technology, added a Rosetta Stone World Language program for third through eighth grade students, added more athletics programs to our interscholastic athletics program and added multiple before and after school programs.

## **LCAP Highlights**

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

Key features in the 2019-20 LCAP are the following: Preparing students for the next step in their academic journey and ultimately college and career is a strength of Sycamore Academy due to the dedicated and professional certificated, classified, and administrative staff, as well as caring, involved families and community. This plan outlines several key actions to maintain that focus and support academic content areas that are for student growth.

The LCAP goals focus on increased student academic achievement as the guiding premise behind each of the goals and actions to meet those goals.

The goals are also aligned with the mission and vision of the school and are goals for the state, county and local school district as well.

## **Review of Performance**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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**

2018 was a year of great progress for the students of Sycamore Academy. According to the CAASPP results, in 2017 about 43% of all students attained a score of Standard Met or higher in ELA while in 2018 an additional 7% of the students attained this score for a total of 50% of the students achieving a score of Standard Met or higher. The California School Dashboard results reflected the progress in ELA as the color indicator progressed from orange in 2017 to yellow in 2018. Progress in math was also evident in 2018. In 2017 about 28% of all students attained a score of Standard Met or higher in math while in 2018 an additional 9% of the students attained this score for a total of 37% of the students achieving a score of Standard Met or higher. The California School Dashboard results reflected the progress in math as the color indicator progressed from orange in 2017 to green in 2018. When considering the California School Dashboard and the CAASPP results, the area of greatest progress was in the academic area of math. Referring to the California School Dashboard, 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

When considering all students and referring to the California School Dashboard, there are no indicators in a color of red, and the only state indicator that is in the color of orange is Suspension Rate. The steps that Sycamore Academy is planning to take to address these performance gaps are clearly identified in the actions portion of this report.

When considering ELA performance there are not any student groups that was two or more performance levels below the “all student” performance. Likewise, when considering math performance there are not any student groups that was two or more performance levels below the “all student” performance. Referring to the California School Dashboard, 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

Performance gaps in the content area of ELA are only identified for two student groups. The groups are English Learners and Students with Disabilities. English Language Learners as a group scored 66.6 points below standard, which is a 60-point difference from all students. Students with Disabilities scored 64.5 points below standard which is a 58-point difference.

Performance gaps in the content area of math are only identified for one student group. The group is Students with Disabilities. Students with Disabilities scored 87.3 points below standard which is a 53-point difference. All things considered, the greatest performance gaps are for students with disabilities in both ELA and math.

## Increased or Improved services

Increased and improve services for low-income students, English Learners and Foster Youth, has included the continued replacement of Chromebooks as needed so that all students in grades 1-8 will have access to a computer at all times throughout the school day.

The school has invested in state-of-the art computer based educational curriculum to support student academic achievement. The consistent access to computers and computer-based learning will help the low-income and foster youth that may not have consistent access to computers away from the school. Much of the computer-based curriculum used by Sycamore Academy is specifically designed to encourage English language acquisition for English learners.

Additionally, the school has increased the amount of in class support the students receive with mentors. Sycamore offers free after school tutoring with credentialed teachers and mentors. The school has increased the amount of free after school sports programs and included more grade levels. Learning A-Z intervention and enrichment support system for literacy has been added to the already robust Learning A-Z electronic curriculum, to include an English Learner component.

## Budget Summary

Complete the table below.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 5,530,156
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 235,000

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.

Annually, the Governing Board for the Sycamore Academy of Science and Cultural Arts adopts a budget that applies to the next fiscal year. The Governing Board approves the districts Local Control and Accountability Plan (LCAP) which outlines the resources allocated in support of the goals in the plan. The LCAP adopted by the Board each year includes the budgeted amounts for each action or service identified. This document provides a high-level summary of the allocations and projected expenditures.

Throughout the year, adjustments are made to the working budget due to changes in scope of service, costs of staffing, supplies, and contracts, etc. While budgets are monitored during the year, it is not unusual for the projected expenditures to differ from the originally budgeted amounts. Within the Annual Update (which is a part of the LCAP each year), differences of 10% or more in any action/service line are explained.

## DESCRIPTION

## AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 5,090,983

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Sycamore Academy has not been identified for CSI.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Sycamore Academy has not been identified for CSI.

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Sycamore Academy has not been identified for CSI

# Annual Update

LCAP Year Reviewed: 2018–19

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

All students will progress toward mastery of the Common Core State Standards in math as demonstrated on multiple measures of student achievement such as standardized tests including SBAC and I/O.

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

Expected

All students will progress toward mastery in an effort to meet or exceed standard in math as scored on the 2019 SBAC test.

Actual

- Complete 2019 SBAC test results are not available until after the posting of the 2019-20 LCAP therefore determining if all students will have made progress toward mastery will be made when finalized results are posted.
- 61% of all students met or exceeded standard on the iO benchmark tests for math.

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Services</p> <ol style="list-style-type: none"> <li>Tutoring</li> <li>IXL online intervention</li> <li>Small Group Instruction</li> <li>WAM and math literacy emphasis</li> <li>Kagan strategies</li> <li>Interim Assessments</li> <li>I/O benchmark assessments</li> </ol> <p>Actions</p> <ul style="list-style-type: none"> <li>JUMP Math training for teachers</li> <li>WAM and math literacy training</li> <li>Kagan training</li> </ul>	<p>Services</p> <ol style="list-style-type: none"> <li>Tutoring</li> <li>IXL online intervention</li> <li>Small Group Instruction</li> <li>WAM and math literacy emphasis</li> <li>Kagan strategies</li> <li>I/O benchmark assessments</li> </ol> <p>Actions</p> <ul style="list-style-type: none"> <li>JUMP Math training for teachers</li> <li>WAM and math literacy training</li> <li>Kagan training</li> </ul>	<p><b>\$70,000</b></p> <p><b>Budget reference:</b></p> <p>1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840</p>	<p><b>\$70,000</b></p> <p><b>Budget reference:</b></p> <p>1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840</p>

## Analysis

***Describe the overall implementation of the actions/services to achieve the articulated goal.***

The implementation of the services was as follows:

- Tutoring was offered in math and ELA in each of the three trimesters. Teachers determined the students that would benefit from tutoring and then students were invited to tutoring twice a week at no cost to the family.
- IXL accounts were set up for each student and the IXL progress data and classroom assessment data was used in determining which student needed extra support on IXL. A computer lab was formed to enable students to practice IXL before or after school.
- Teachers used formative and summative assessments to determine heterogenous and homogenous small groups for instruction.
- Students were taught math writing strategies from Step Up To Writing to complement the current Writing About Math (WAM) instruction and strategies.
- Teachers were given three days of KAGAN structures training before the school year began. KAGAN structures and implementation were discussed throughout the year. Teachers were observed three times and given feedback regarding the implementation of KAGAN structures.
- Teachers were trained on how to read iO benchmark data and use them in preparation for the SBAC test.

The implementation of the actions was as follows:

1. Teachers that were new to teaching JUMP Math received the initial JUMP Math training. All teachers received additional JUMP Math training including how to teach math using the Socratic Seminar Method and how to integrate the Step Up To Writing strategies for math.
2. Students were taught math writing strategies from Step Up To Writing to complement the current Writing About Math (WAM) instruction and strategies.
3. Teachers were given three days of KAGAN structures training before the school year began. KAGAN structures and implementation were discussed throughout the year. Teachers were observed three times and given feedback regarding the implementation of KAGAN structures.

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

The overall effectiveness of the of the actions were as follows:

1. Targeted IXL interventions has allowed students to master more standards as reported by the IXL diagnostic data.
2. KAGAN structures and classroom strategies have allowed for all students to participate in classroom instruction more often.
3. iO assessment training has enabled teachers to give targeted feedback to students upon completion of an assessment.

***Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.***

There are no material differences between Budgeted Expenditures and estimated Expenditures

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

There were no changes made to this goal during the 2018/19 school year.

## Goal 2

All students will progress toward mastery of the Common Core State Standards in literacy as demonstrated on multiple measures of student achievement such as standardized tests including SBAC and I/O testing.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Annual Measurable Outcomes

Expected

As a group, all students will progress toward mastery in an effort to meet or exceed standard in ELA as scored on the 2019 SBAC test.

Actual

- Complete 2019 SBAC test results are not available until after the posting of the 2019-20 LCAP therefore determining if all students will have made progress toward mastery will be made when finalized results are posted.
- 66% of all students met or exceeded standard on the iO benchmark tests for ELA.

## 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
<p>Services</p> <ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. IXL online intervention</li> <li>3. Raz Kids</li> <li>4. Learning A-Z training</li> <li>5. Step Up to writing</li> <li>6. Small Group Instruction</li> <li>7. Kagan grouping strategies</li> <li>8. Interim Assessments</li> <li>9. I/O benchmark assessments</li> <li>10. Reading Specialist</li> </ol> <p>Actions</p> <ol style="list-style-type: none"> <li>1. Kagan training</li> <li>2. Learning A-Z training</li> <li>3. Step Up to Writing training</li> </ol>	<p>Services</p> <ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. IXL online intervention</li> <li>3. Raz Kids</li> <li>4. Learning A-Z training</li> <li>5. Step Up to writing</li> <li>6. Small Group Instruction</li> <li>7. Kagan grouping strategies</li> <li>8. Interim Assessments</li> <li>9. I/O benchmark assessments</li> <li>10. Reading Specialist</li> </ol> <p>Actions</p> <ol style="list-style-type: none"> <li>1. Kagan training</li> <li>2. Learning A-Z training</li> <li>3. Step Up to Writing training</li> </ol>	<p>\$65,000</p> <p>Budget reference: 1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840</p>	<p>\$65,000</p> <p>Budget reference: 1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840</p>

# Analysis

## ***Describe the overall implementation of the actions/services to achieve the articulated goal.***

The implementation of the services was as follows:

1. Tutoring was offered in math and ELA in each of the three trimesters. Teachers determined the students that would benefit from tutoring and then students were invited to tutoring twice a week at no cost to the family.
2. IXL accounts were established for each student and the IXL progress data and classroom assessment data was used in determining which student needed extra support on IXL. A computer lab was formed to enable students to practice IXL before or after school.
3. Raz Kids accounts were established for each student and the Raz Kids progress data and classroom assessment data was used in determining which student needed extra support on Raz Kids. A computer lab was formed to enable students to practice Raz Kids before or after school.
4. Learning A-Z accounts and training was provided to all teachers in order support all ELA standards.
5. Step Up To Writing accounts were established for all teachers. Teachers were provided with all supporting curriculum including digital curriculum and classroom posters. Step Up To Writing lessons were paced out to the master calendar to ensure teachers would understand a pathway for curriculum completion.
6. Teachers used formative and summative assessments to determine heterogenous and homogenous small groups for instruction
7. Teachers were given three days of KAGAN structures training before the school year began. KAGAN structures and implementation were discussed throughout the year. Teachers were observed three times and given feedback regarding the implementation of KAGAN structures.
8. Teachers were trained on how to read iO benchmark data and use them in preparation for the SBAC test.
9. A reading specialist was utilized to help struggling readers and to help teachers implement successful reading strategies.

The implementation of the actions was as follows:

1. Teachers were given three days of KAGAN structures training before the school year began. KAGAN structures and implementation were discussed throughout the year. Teachers were observed three times and given feedback regarding the implementation of KAGAN structures.
2. Teachers were given time to complete Learning A-Z training during the school year.
3. Teachers were given time to complete Step Up To Writing training during the school year.

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

The overall effectiveness of the of the actions were as follows:

1. Targeted IXL interventions has allowed students to master more standards as reported by the IXL diagnostic data.
2. KAGAN structures and classroom strategies have allowed for all students to participate in classroom instruction more often.

3. iO assessment training has enabled teachers to give targeted feedback to students upon completion of an assessment.
4. The reading specialist worked with students on average of 5 hours each day and conducted teacher training.

***Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.***

There are no material differences between Budgeted Expenditures and estimated Expenditures.

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

There were no changes made to this goal during the 2018/19 school year.

## Goal 3

The student group with disabilities will progress toward mastery of the Common Core State Standards in literacy and math as demonstrated on multiple measures of student achievement as proved by scores on end of year standardized tests including SBAC and I/O and by meeting the goals established in the IEP.

### State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Annual Measurable Outcomes

#### Expected

The student group with disabilities will progress toward mastery of the Common Core State Standards in literacy and math as demonstrated on multiple measures of student achievement as proved by scores on end of year standardized tests including SBAC and I/O and by meeting the goals established in the IEP

#### Actual

- Complete 2019 SBAC test results are not available until after the posting of the 2019-20 LCAP therefore determining if all students will have made progress toward mastery will be made when finalized results are posted.
- Complete IEP results are not available at time of LCAP submission. With approximately 60% of the data available, 80% of students met at least one of their IEP goals while 43% of the students met two or more IEP goals

# Actions / Services

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Services</p> <ol style="list-style-type: none"> <li>Tutoring</li> <li>IXL online intervention</li> <li>Raz Kids</li> <li>Learning A-Z training</li> <li>Step Up to writing</li> <li>Small Group Instruction</li> <li>WAM and math literacy emphasis</li> <li>Kagan grouping strategies</li> <li>Interim Assessments</li> <li>I/O benchmark assessments</li> <li>Mentors in class to assist Education Specialist</li> <li>SDAIE Strategies used by the classroom teacher</li> </ol> <p>Actions</p> <ol style="list-style-type: none"> <li>Kagan training</li> <li>Learning A-Z training</li> <li>JUMP Math training for teachers</li> <li>WAM and math literacy training</li> </ol>	<p>Services</p> <ol style="list-style-type: none"> <li>Tutoring</li> <li>IXL online intervention</li> <li>Raz Kids</li> <li>Learning A-Z training</li> <li>Step Up to writing</li> <li>Small Group Instruction</li> <li>WAM and math literacy emphasis</li> <li>Kagan grouping strategies</li> <li>Interim Assessments</li> <li>I/O benchmark assessments</li> <li>Mentors in class to assist Education Specialist</li> <li>SDAIE Strategies used by the classroom teacher</li> </ol> <p>Actions</p> <ol style="list-style-type: none"> <li>Kagan training</li> <li>Learning A-Z training</li> <li>JUMP Math training for teachers</li> <li>WAM and math literacy training</li> </ol>	<p><b>\$25,000</b></p> <p><b>Budget reference:</b></p> <p>1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840</p>	<p><b>\$75,000</b></p> <p><b>Budget reference:</b></p> <p>1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840</p>

# Analysis

## ***Describe the overall implementation of the actions/services to achieve the articulated goal.***

The implementation of the services are as follows:

1. Tutoring was offered in math and ELA in each of the three trimesters. Teachers determined the students that would benefit from tutoring and then students were invited to tutoring twice a week at no cost to the family.
2. IXL accounts were set up for each student and the IXL progress data and classroom assessment data was used in determining which student needed extra support on IXL. A computer lab was formed to enable students to practice IXL before or after school.
3. Raz Kids accounts were established for each student and the Raz Kids progress data and classroom assessment data was used in determining which student needed extra support on Raz Kids. A computer lab was formed to enable students to practice Raz Kids before or after school.
4. Learning A-Z accounts and training was provided to all teachers in order support all ELA standards.
5. Step Up To Writing accounts were established for all teachers. Teachers were provided with all supporting curriculum including digital curriculum and classroom posters. Step Up To Writing lessons were paced out to the master calendar to ensure teachers would understand a pathway for curriculum completion.
6. Teachers used formative and summative assessments to determine heterogenous and homogenous small groups for instruction.
7. Students were taught math writing strategies from Step Up To Writing to complement the current Writing About Math (WAM) instruction and strategies.
8. Teachers were given three days of KAGAN structures training before the school year began. KAGAN structures and implementation were discussed throughout the year. Teachers were observed three times and given feedback regarding the implementation of KAGAN structures.
9. Teachers were trained on how to read iO benchmark data and use them in preparation for the SBAC test.
10. Para educators called "MENTORS" are in classes assisting special needs students.
11. Teachers have been trained throughout the year in SDAIE strategies.
12. Personnel to offer academic assistance to students with special needs were added as needed.
13. Curriculum was purchased to address needs of the students.
14. Linda Mood Bell training for several staff members

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

The overall effectiveness of the of the actions were as follows:

1. Targeted IXL interventions has allowed students to master more standards as reported by the IXL diagnostic data.
2. KAGAN structures and classroom strategies have allowed for all students to participate in classroom instruction more often.
3. iO assessment training has enabled teachers to give targeted feedback to students upon completion of an assessment.
4. MENTORS in the classroom have allowed for special needs and low performing students to get more one on one and small group instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between the Budgeted Expenditures and Estimated Actual Expenditures was caused by the need to add extra personnel, purchasing curriculum and additional training for students with special needs.

***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.***

There were no changes made to this goal during the 2018/19 school year.

# Goal 4

The school will reduce the number of students suspended.

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

Expected

Actual

Sycamore Academy suspension rate will be 1% (.010)

According to CALPADS input data, the suspension rate for the 2018-19 school indicates that .008 of the students have been suspended.

## 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
<p>Services</p> <ol style="list-style-type: none"> <li>1. Regular group "check-ins"</li> <li>2. Kagan grouping in classrooms</li> <li>3. Cyber Ethics training</li> <li>4. Restorative Justice practices</li> <li>5. Restorative Justice tutoring</li> <li>6. Emphasis in Covey's Leader in Me principles</li> <li>7. On site Counseling</li> <li>8. On site Director of Student Services</li> </ol>	<p>Services</p> <ol style="list-style-type: none"> <li>1. Regular group "check-ins"</li> <li>2. Kagan grouping in classrooms</li> <li>3. Cyber Ethics training</li> <li>4. Restorative Justice practices</li> <li>5. Restorative Justice tutoring</li> <li>6. Emphasis in Covey's Leader in Me principles</li> <li>7. On site Counseling</li> <li>8. On site Director of Student Services</li> </ol>	<p style="text-align: center;"><b>\$20,000</b></p>	<p style="text-align: center;"><b>\$20,000</b></p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

## Analysis

***Describe the overall implementation of the actions/services to achieve the articulated goal.***

The implementation of the services was as follows:

1. In alignment with restorative practices theory, teachers use regular “check-ins” as a way of building classroom community.
2. Teachers were given three days of KAGAN structures training before the school year began. KAGAN structures help to support classroom organization and camaraderie and ultimately building the sense of community.
3. Students and teachers were given Cyber Ethics training throughout the year, based on the Common Sense Media curriculum.
4. Restorative practices are used in the classroom and in corrective behavior settings with administrators.
5. Student’s that had difficulty in social, emotional and behavior settings were given extra support with restorative justice tutoring.
6. Students and teachers were given Leader in Me training. Leader In Me practices are used in the classroom and in corrective behavior settings with administrators.
7. On-site counseling is provided by a school psychologist.
8. The Director of Student Services is on site to lend support to students, teachers and parents in need of non-academic support.

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

Restorative practices have led to fewer suspensions for the 2018/19 school year.

***Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.***

There are no material differences between Budgeted Expenditures and estimated Expenditures.

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

There were no changes made to this goal during the 2018/19 school year.

# 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?*

The Sycamore Academy LCAP is designed by a group comprised of representatives for parents, students, Board members, School Site Committee members, teachers and administration. The purpose of the LCAP group is to review data, monitor progress and develop recommendations for and feedback on updates to the LCAP

In August of 2018, the faculty and staff analyzed student performance data and compared it to the goals outlined in the 2017/18 LCAP and the school's charter. The information was aligned to the State goals and a framework for stakeholder discussion was created. Throughout the year, during bi-monthly faculty professional learning meetings, the LCAP goals and progress toward those goals were discussed and analyzed.

During the 2018/19 school year, Sycamore Academy went through an extensive self-study for WASC accreditation. During the self-study process, the faculty carefully considered the alignment of the LCAP goals with expected student outcomes.

The School Site Council (SSC) was engaged in the winter. The SSC maintains a 50—50 parent to staff participation. The council reviewed the beginning data as well as the end of first trimester data to determine any changes to the plan necessary to meet the LCAP goals.

Every year Sycamore Academy students, parents and staff are involved in an intensive reflection that comes in the form of a survey. Survey data is compiled and compared across the years. Adjustments and changes are often a direct result of information garnered from the surveys. Survey information collected at the end of the 2017/18 school year was reviewed and plans to address areas identified as areas of weakness were made.

Considering the results from the 2017/18 survey, SSC began discussion around changes to the 2018/19 survey.

Multiple parent information nights were held throughout the year to explain the CCSS, SBAC, LCAP, and LCFF. Parents were notified of these events via social media, School Messenger emails, phone calls and written notices. At the events, faculty and administration presented information, examples and resources to the participants. Question and answer periods were facilitated.

The school staff provided informational resources to the participants. At each of those events, parent feedback was solicited and received. The information garnered from those meetings was used to guide the schoolwide focus.

## **Impact on LCAP and Annual Update**

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

Sycamore Academy engaged multiple groups in order to obtain feedback and collaborate with a diverse array of stakeholders within our learning community. Priority was made to meet with representatives of unduplicated pupils and other special populations beginning in September and Continuing throughout the year.

The final LCAP presentation meeting was held on May 13, 2019 at the Sycamore Academy Board meeting. During this presentation, the 2018/19 and 2019/20 LCAP in progress was discussed as well as the current California School Dashboard. During the presentation, the areas of greatest progress, greatest need and performance gaps were discussed in detail with recommendations on how to report the areas on the current LCAP.

# 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)

## Modified Goal

### Goal 1

All students will progress toward mastery of the Common Core State Standards in math as demonstrated on multiple measures of student achievement such as standardized tests including SBAC and I/O.

#### State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Increase math understanding and math stamina

## Identified Need:

The math performance need was identified through multiple statistical measures including previous SBAC and iO assessment results. As the results were analyzed, it was determined that emphasis would include math stamina, vocabulary, expressions and equations, geometry, statistics, data analysis and probability and number sense. Classroom data indicates a need for continued emphasis in small group instruction for math, especially using the constructivist strategies and academic activities include Marcy Cook and Writing About Math (W.A.M.).

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Schoolwide end of year standardized tests results for SBAC</b>	28.87% of student's scored standard met or exceeded in math on the 2017 SBAC test.	37.7% of student's scored standard met or exceeded in math on the 2018 SBAC test. This is an increase of 8.83%.	As of this report only 58% of results for the 2019 SBAC tests are scored in the CAASPP system. Currently, 36 % of the students have scored met or exceeded in math.	All students will progress toward mastery in an effort to meet or exceed standard in math as scored on the 2019 SBAC test.
<b>Schoolwide end of year standardized tests results, for I/O As a group, 55% of all students will meet or exceed standard on the I/O benchmark tests for math.</b>	Baseline Goal: 55% of all students will meet or exceed standard on the I/O benchmark tests for math.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	61% of all students met or exceed standard on the I/O benchmark tests for math.	As a group, 65% of all students will meet or exceed standard on the I/O benchmark tests for math.

# 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 included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Students to be served are ALL students**

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**SASCA-Wildomar**

## Actions/Services

Select from New, Modified, or Unchanged

Not a goal in 2017-18

This was not a goal on the 2017-18 LCAP

New for 2018-19

- Services
1. Tutoring
  2. IXL online intervention
  3. Small Group Instruction
  4. WAM and math literacy emphasis
  5. Kagan strategies
  6. Interim Assessments
  7. iO benchmark assessments
- Actions
8. JUMP Math training for teachers
- Kagan training

Modified, for 2019-20

1. Tutoring
2. IXL diagnostic tool
3. Small Group Instruction
4. WAM and math literacy emphasis
5. Beginning of the year Kagan training
6. Ongoing Kagan structures training
7. iO benchmark assessments
8. iO end of unit assessments
9. JUMP Math training for teachers
10. WAM and math literacy training
11. Curriculum, Instruction and Assessment team emphasis on math literacy

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	This was not a goal on the 2017-18 LCAP	\$70,000	\$70,000
Source	This was not a goal on the 2017-18 LCAP	Other State Revenue LCFF Base	Other State Revenue LCFF Base
Budget Reference	This was not a goal on the 2017-18 LCAP	1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840	1100,1200,1300, 4000, 42000, 43000, 4305, 4420, 5220, 5840

**Modified Goal**

**Goal 2**

As a group, all students will progress toward mastery of the Common Core State Standards in English Language Arts (ELA) as demonstrated on multiple measures of student achievement as proved by scores on end of year standardized tests including SBAC and I/O.

**State and/or Local Priorities addressed by this goal:**

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Increase literacy efficiency and stamina

### Identified Need:

The English Language Arts performance need was identified through multiple statistical measures including previous SBAC and iO assessment results. As the results were analyzed, it was determined that emphasis would include literacy stamina, academic vocabulary, reading fluency and comprehension and the conventions and structures of writing.

Classroom data indicates a need for continued emphasis in small group instruction, especially using the constructivist strategies and academic activities through involvement with a literacy-rich, project-based curriculum that supports deeper learning.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Schoolwide end of year standardized tests results for SBAC.</b>	43% of student's standard met or exceeded in ELA on the 2016 SBAC test.	44.21% of student's standard met or exceeded in ELA on the 2017 SBAC test.	As of this report only 60% of results for the 2019 SBAC tests are scored in the CAASPP system. Currently, 42 % of the students have scored met or exceeded in ELA.	As a group, all students will progress toward mastery in an effort to meet or exceed standard in ELA as scored on the 2019 SBAC test.
<b>Schoolwide end of year standardized tests results, for I/O</b>	As a group, 55% of all students will meet or exceed standard on the I/O benchmark tests for ELA.	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	As a group, 66% of all students met or exceed standard on the I/O benchmark tests for ELA.	As a group, 70% of all students met or exceed standard on the I/O benchmark tests for ELA.

## 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 included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Students to be served are ALL students

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

SASCA- Wildomar

### Actions/Services

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

Not a goal in 2017-18

New for 2018-19

Modified, for 2019-20

2017-18 Actions/Services

This was not a goal on the 2017-18 LCAP

2018-19 Actions/Services

Services

1. Tutoring
2. IXL online intervention
3. Raz Kids

2019-20 Actions/Services

1. Tutoring
2. IXL online intervention
3. IXL individualized diagnostic assessments
4. Raz Kids

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ol style="list-style-type: none"> <li>4. Learning A-Z training</li> <li>5. Step Up to writing</li> <li>6. Small Group Instruction</li> <li>7. Kagan grouping strategies</li> <li>8. Interim Assessments</li> <li>9. Reading Specialist</li> <li>10. Kagan training</li> <li>11. Learning A-Z training</li> <li>12. Step Up to Writing training</li> <li>13. Linda Mood Bell training</li> </ol>	<ol style="list-style-type: none"> <li>5. Raz Kids comprehension assessments</li> <li>6. Learning A-Z training</li> <li>7. Step Up to Writing training</li> <li>8. Step Up to Writing benchmark assessments</li> <li>9. Small Group Instruction</li> <li>10. Kagan grouping strategies</li> <li>11. iO end of unit assessments</li> <li>12. iO benchmark assessments</li> <li>13. iO writing assessments</li> <li>14. Kagan training</li> <li>15. Ongoing Kagan coaching</li> <li>16. Linda Mood Bell training and implementation</li> </ol>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	This was not a goal on the 2017-18 LCAP	\$65,000	\$65,000
Source	This was not a goal on the 2017-18 LCAP	Other State Revenue LCFF Base	Other State Revenue LCFF Base
Budget Reference	This was not a goal on the 2017-18 LCAP	1100,1200,1300, 4000, 42000, 43000, 4305, 4420, 5220, 5840	1100,1200,1300, 4000, 42000, 43000, 4305, 4420, 5220, 5840

## Modified Goal

### Goal 3

The student group with disabilities will progress toward mastery of the Common Core State Standards in literacy and math as demonstrated on multiple measures of student achievement as proved by scores on end of year standardized tests including SBAC and I/O and by meeting the goals established in the IEP.

#### State and/or Local Priorities addressed by this goal:

##### State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: To increase math and literacy understanding, academic efficiency and stamina.

#### Identified Need:

The need for the student group with disabilities was identified through multiple statistical measures including previous SBAC and iO assessment results, classroom assessments and qualitative and quantitative data from IEP meetings. As the results were analyzed, and compared to the various student groups including All Students, it was determined that emphasis would include literacy stamina, academic vocabulary, reading fluency and comprehension and the conventions and structures of writing. The math performance need was identified through multiple statistical measures including previous SBAC and iO assessment results. As the results were analyzed, it was determined that emphasis would include math stamina, vocabulary, expressions and equations, geometry, statistics, data analysis and probability and number sense. Classroom data indicates a need for continued emphasis in small group instruction for math, especially using the constructivist strategies and academic activities include Marcy Cook and Writing About Math (W.A.M.).

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Schoolwide end of year standardized tests results for SBAC.</b>	27.66% of student's nearly, met or exceeded standard in ELA on the 2016 SBAC test 21.74% of student's nearly, met or exceeded standard in ELA on the 2018 SBAC test	This was not a goal on the 2017-18 LCAP 36.36% of student's nearly, met or exceeded standard in ELA on the 2018 SBAC test 30.91% of student's nearly, met or exceeded standard in ELA on the 2018 SBAC test	50% of students will nearly meet, meet or exceed standard in ELA on the 2018 SBAC test. The most recent LCAP data is .  27% of students will nearly meet, meet or exceed standard in ELA on the 2018 SBAC test. Results for the 2019 SBAC tests are not available at time of LCAP approval.	55% of students will nearly meet, meet or exceed standard in ELA on the 2020 SBAC test. 32% of students will nearly meet, meet or exceed standard in ELA on the 2020 SBAC test
<b>Schoolwide end of year standardized tests results, for I/O.</b>	I/O benchmarks were not administered in 2017/18. Baseline data will begin in 2018/19.	This was not a goal on the 2017-18 LCAP	47% of students will nearly meet, meet or exceed standard in ELA on the 2018 I/O test. 29% of students will nearly meet, meet or exceed standard in ELA on the 2018 I/O test.	50% of students will nearly meet, meet or exceed standard in ELA on the 2020 I/O test. 27% of students will nearly meet, meet or exceed standard in ELA on the 2020 I/O test.
<b>Results from the annual or triennial IEP.</b>	Results from IEP's were not collected and grouped for data purposes in 2017/18. Baseline data will begin in 2018/19.	This was not a goal on the 2017-18 LCAP	Complete IEP results are not available at time of LCAP submission. With approximately 60% of the data available, 80% of students met at least one of their IEP goals while 43% of the students met two or more IEP goals	90% of the students will meet 80% of their IEP goals.

## 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 included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Students to be served are ALL students

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

SASCA- Wildomar

### Actions/Services

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

Not a goal in 2017-18

New for 2018-19

Modified, for 2019-20

2017-18 Actions/Services

This was not a goal on the 2017-18 LCAP

2018-19 Actions/Services

1. Tutoring

2019-20 Actions/Services

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

	<ol style="list-style-type: none"> <li>2. IXL online intervention</li> <li>3. Raz Kids</li> <li>4. Learning A-Z training</li> <li>5. Step Up to writing</li> <li>6. Small Group Instruction</li> <li>7. WAM and math literacy emphasis</li> <li>8. Kagan grouping strategies</li> <li>9. Interim Assessments</li> <li>10. I/O benchmark assessments</li> <li>11. Mentors in class to assist Education Specialist</li> <li>12. SDAIE Strategies used by the classroom teacher</li> </ol> <p>Actions</p> <ol style="list-style-type: none"> <li>13. Kagan training</li> <li>14. Learning A-Z training</li> <li>15. JUMP Math training for teachers</li> </ol> <p>WAM and math literacy training</p>	<ol style="list-style-type: none"> <li>1. Tutoring</li> <li>2. IXL online intervention</li> <li>3. Raz Kids fluency and comprehension</li> <li>4. Learning A-Z training</li> <li>5. Step Up to writing</li> <li>6. Small Group Instruction with SPED teacher</li> <li>7. Small group instruction with classroom teacher</li> <li>8. Peer tutoring</li> <li>9. WAM and math literacy emphasis</li> <li>10. Kagan grouping strategies</li> <li>11. iO end of unit math assessments</li> <li>12. I/O benchmark assessments</li> <li>13. iO writing assessments</li> <li>14. Mentors in class to assist Education Specialist</li> <li>15. SDAIE Strategies used by the classroom teacher</li> <li>16. Kagan training</li> <li>17. Learning A-Z training</li> <li>18. JUMP Math training for teachers</li> <li>19. WAM and math literacy training</li> <li>20. Linda Mood Bell training and implementation</li> </ol>
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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	This was not a goal on the 2017-18 LCAP	\$25,000	\$25,000
Source	This was not a goal on the 2017-18 LCAP	Other State Revenue LCFF Base	Other State Revenue LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	This was not a goal on the 2017-18 LCAP	1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840	1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840

**Modified Goal**

**Goal 4**

The school will reduce the number of students suspended.

**State and/or Local Priorities addressed by this goal:**

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: For students to become aware of their responsibility to the community

**Identified Need:**

The need to reduce suspensions was identified using the California State School Dashboard school performance overview. The 2018 dashboard data indicates overall suspensions had increased from 1% to 1.4%. This .4% increase changed the color indicator from blue in 2017 to orange in 2018..

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>The suspension and expulsion data as reported in CALPADS.</b>	Internal data indicates that Sycamore Academy has a YTD suspension rate of 1.4% in 2017.	This was not a goal on the 2017-18 LCAP	According to CALPADS input data, the suspension rate for the 2018-19 school indicates that .008 of the students have been suspended.	<b>Sycamore Academy suspension rate will be 1% (.010) or less as reported in CALPADS</b>
<b>The suspension and expulsion data as reported in the California School Dashboard</b>	Internal data indicates that Sycamore Academy has a YTD suspension rate of 1.4% in 2018. The color indicator for the 2017 dashboard orange.	This was not a goal on the 2017-18 LCAP	Internal data indicates that Sycamore Academy has a YTD suspension rate of .008 in 2018.	<b>Sycamore Academy suspension rate will be 1% (.010) or less as reported by the California School Dashboard. The color indicator will be yellow.</b>

## 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 included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Students to be served are ALL students

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

SASCA- Wildomar

**Actions/Services****2017-18**

This was not a goal on the 2017-18 LCAP.

**New, Modified for 2018-19**

1. Regular group "check-ins"
2. Kagan grouping in classrooms
3. Cyber Ethics training
4. Restorative Justice practices
5. Emphasis in Covey's Leader in Me principles
6. On site Counseling
7. On site Director of Student Services

Action:

CPI training for all staff

**Modified for 2019-20**

1. Regular group "check-ins" in each classroom and on the playground
2. Playground etiquette training for students
3. Playground etiquette training for mentors
4. Kagan grouping in classrooms
5. Cyber Ethics training
6. Cyber civics training throughout the year
7. Restorative Justice practices in the classroom
8. Social and behavioral tutoring
9. Emphasis in Covey's Leader in Me principles in
10. On site Counseling
11. Additional behavioral and social support for students
12. On site Director of Student Services
13. CPI training for all staff

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	This was not a goal on the 2017-18 LCAP	\$25,000	\$75,000
Source	This was not a goal on the 2017-18 LCAP	Other State Revenue LCFF Base	Other State Revenue LCFF Base
Budget Reference	This was not a goal on the 2017-18 LCAP		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 422,070

8.89 %

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

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

In 2019/20, the projected Unduplicated Pupil percentage is estimated to be 66.73%. In line with the mission and vision of the school's charter, Sycamore Academy has determined that the most efficient use of funds is to provide supplemental services in a school-wide manner ensuring that all students including the targeted student population receives support. Although supplemental services will be implemented in a schoolwide manner, Sycamore Academy will proportionally fund the projects with supplemental funds and general LCFF funds for all students.

In effort to meet both State priority areas for supplemental educational services for Unduplicated Pupils and the LCAP goals, the following school-wide actions/services will be reassessed for effectiveness and implemented to support all students, especially the Unduplicated Pupils. These services include but are not limited to:

- All students will be assessed frequently and data will be evaluated to ensure appropriate interventions are put into place in order to support student achievement.
- Student Study Team for students that demonstrate an academic, social or behavioral need.
- Performance blocks. Purposeful small group instruction with the credentialed teacher, in the classroom to meet the academic needs of every student.
- After school tutoring with a credentialed teacher at no charge to the family.
- Continue implementing online education programs, performance tasks, classroom challenges, textbooks and workbooks that include content that support the EL student population while mastering the Common Core State Standards.
- Provide academic and social interventions to all foster youth and other pupils that qualify or demonstrate a need for additional support.

- EL, Foster Youth, Low Income and all students will receive additional administrative and academic services such as; Mentors in classrooms, mentors for supervision outside the classroom, school counselor services (psychologist) and Special Education services as needed.

# Addendum

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

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

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## **Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

## **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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

## **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

#### **Students to be Served**

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

#### **Location(s)**

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

#### Location(s)

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

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

### **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

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

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

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

**Budgeted Expenditures**

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

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

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

**Demonstration of Increased or Improved Services for Unduplicated Students**

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

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

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

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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