

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Sycamore Academy of Science and Cultural Arts
CDS code:	33-75176-0120204
LEA contact information:	Barbara Hale
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	5,761,340
LCFF supplemental & concentration grants	\$	448,937
All other state funds	\$	1,400,740
All local funds	\$	7,245
All federal funds	\$	596,762
Total Projected Revenue	\$	7,766,087
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,934,555
Total Budgeted Expenditures in the LCAP	\$	438,100
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	426,900
Expenditures not in the LCAP	\$	5,496,455
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	131,046
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	174,721

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>The plan did not include the salaries or benefits for certificated staff, classified staff, administrative staff, or outside contracts for back office support, legal counsel. The Plan did not include leasepayments, utilities, custodial, or classroom and office supplies nor did it address standard curriculum expenditures.</p>
<p>The amount budgeted to increase or improve services for high needs students in the 2021 – 22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021 – 22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>In addition to the funds allocated for High Needs Students in the Local Control and Accountability Plan, we also fund additional support staff, technology, and a comprehensive support plan to help students that are at risk. Support is available for our at-risk, homeless, and English Learners.</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>

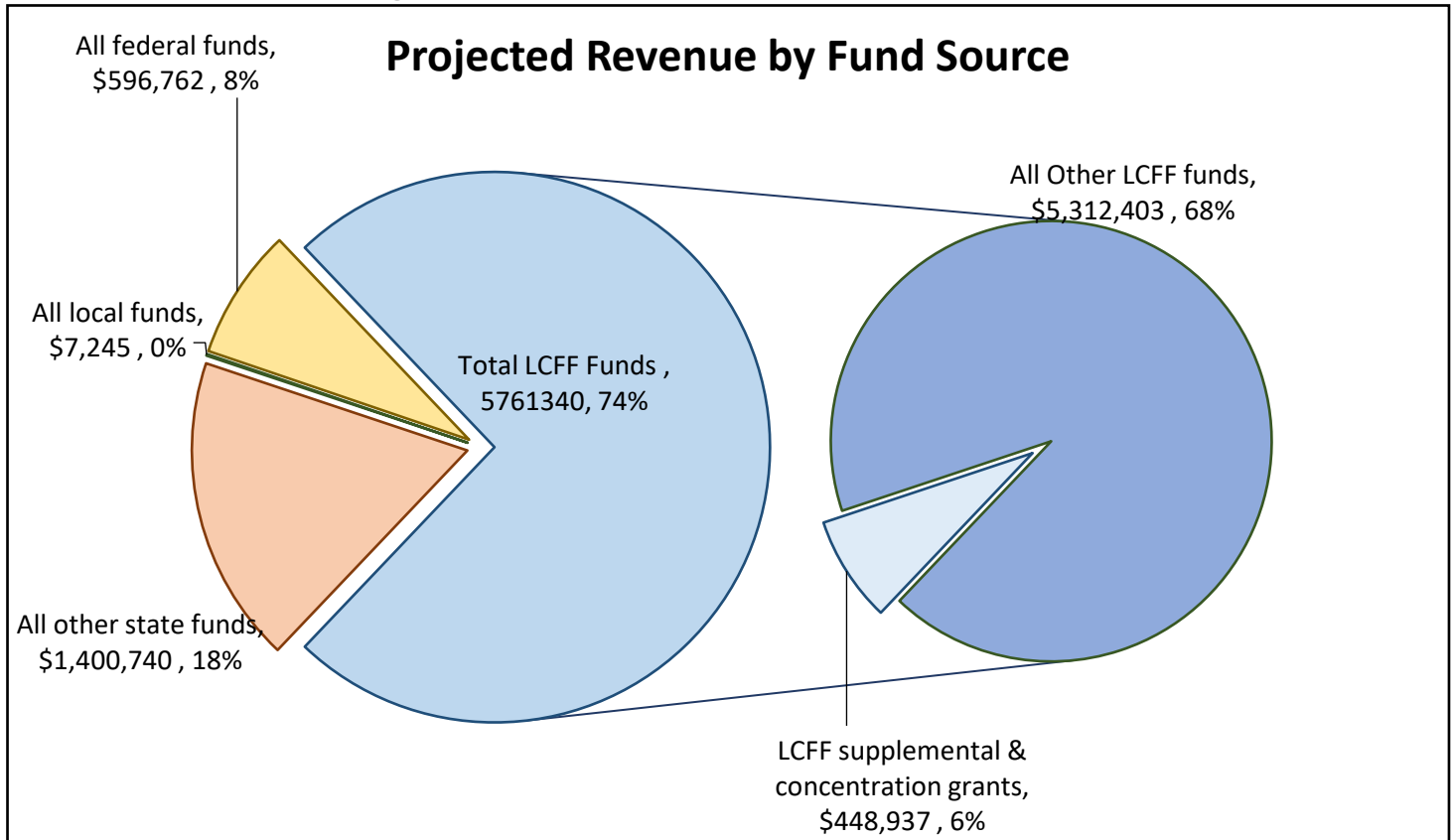
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Academy of Science and Cultural Arts
CDS Code: 33-75176-0120204
School Year: 2021 – 22
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 2021 – 22 School Year

Projected Revenue by Fund Source

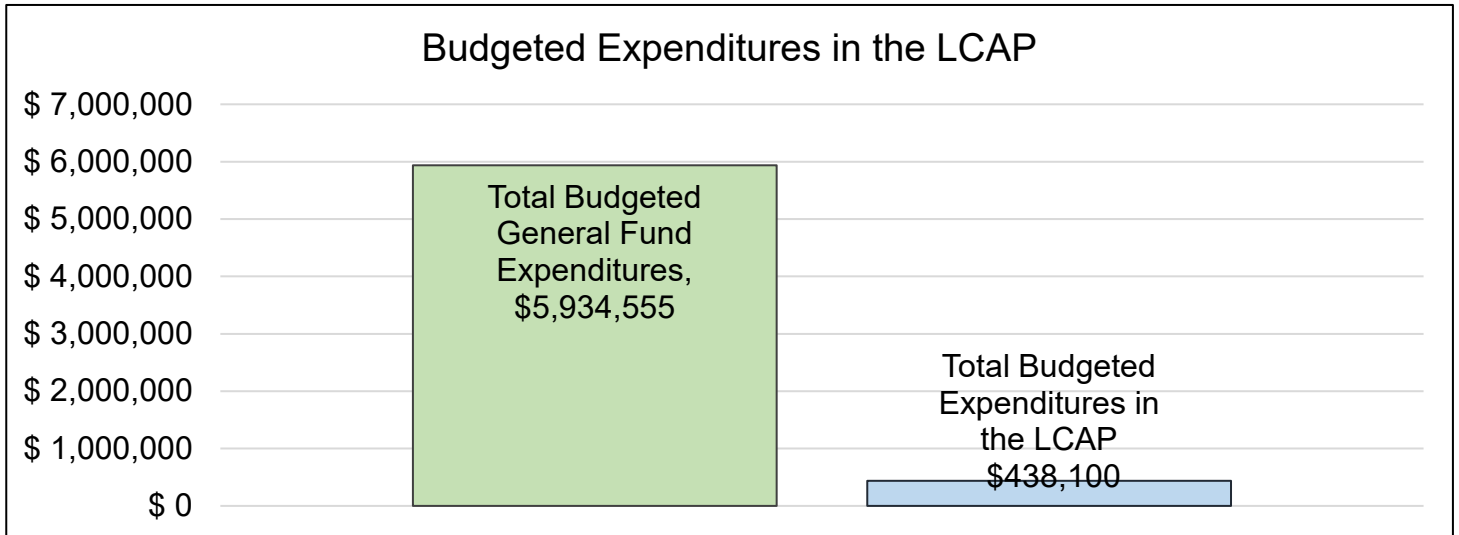


This chart shows the total general purpose revenue Sycamore Academy of Science and Cultural Arts expects to receive in the coming year from all sources.

The total revenue projected for Sycamore Academy of Science and Cultural Arts is \$7,766,087.00, of which \$5,761,340.00 is Local Control Funding Formula (LCFF), \$1,400,740.00 is other state funds, \$7,245.00 is local funds, and \$596,762.00 is federal funds. Of the \$5,761,340.00 in LCFF Funds, \$448,937.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sycamore Academy of Science and Cultural Arts plans to spend for 2021 – 22. 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 \$5,934,555.00 for the 2021 – 22 school year. Of that amount, \$438,100.00 is tied to actions/services in the LCAP and \$5,496,455.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

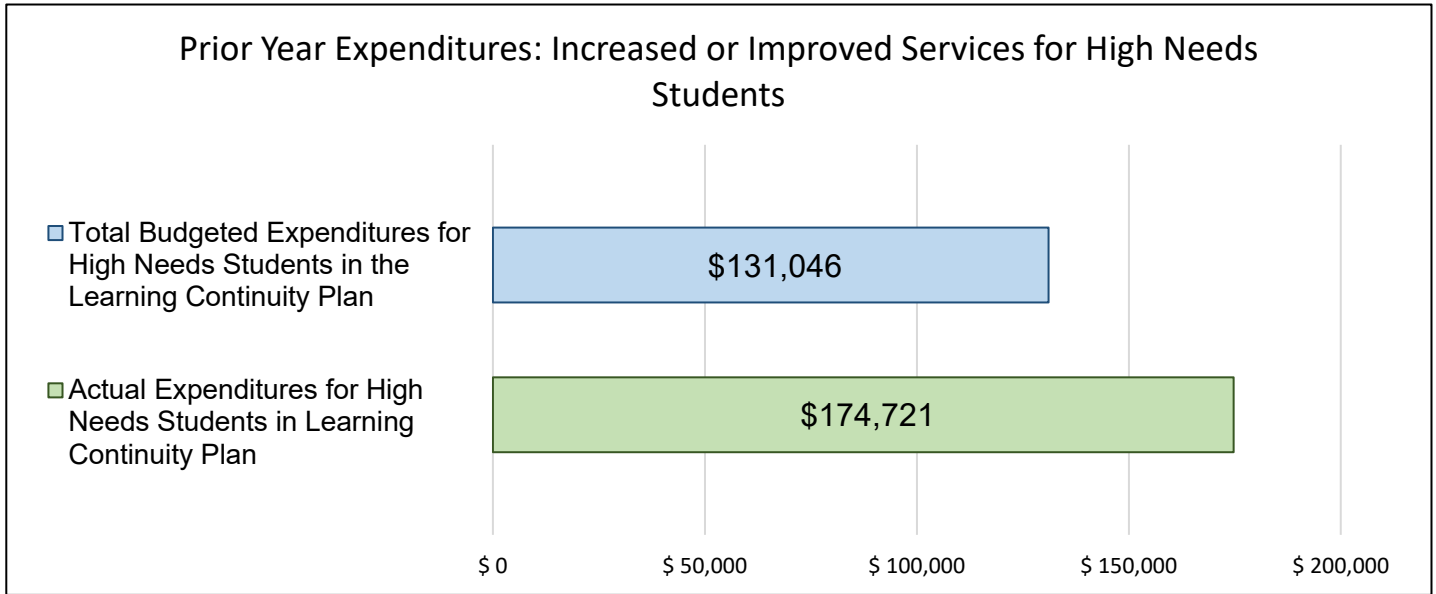
The plan did not include the salaries or benefits for certificated staff, classified staff, administrative staff, or outside contracts for back office support, legal counsel. The Increased or Improved Services for High Needs Students in in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Sycamore Academy of Science and Cultural Arts is projecting it will receive \$448,937.00 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Academy of Science and Cultural Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Academy of Science and Cultural Arts plans to spend \$426,900.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

In addition to the funds allocated for High Needs Students in the Local Control and Accountability Plan,

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Sycamore Academy of Science and Cultural Arts budgeted last year in the Learning Continuity Plan 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 2020 – 21, Sycamore Academy of Science and Cultural Arts's Learning Continuity Plan budgeted \$131,046.00 for planned actions to increase or improve services for high needs students. Sycamore Academy of Science and Cultural Arts actually spent \$174,721.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Academy of Science and Cultural Arts	Barbara Hale, Executive Director	b.hale@sycamoreacademycharter.org 951-678-5217

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

Annual Measurable Outcomes

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

As a group, 65% of all students will meet or exceed standard on the I/O benchmark tests for math.

Sycamore Academy students did not take the SBAC test due to the coronavirus pandemic which resulted in the Governor's Executive Order mandating school closures in March 2020.

As a group, Sycamore Academy students almost met or exceeded this growth on I/O benchmark tests for math.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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	\$70,000 Budget reference: 1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840	\$70,00.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While some of the individual action items came in over/under the budget, the overall budget versus estimated actuals balanced for the goal overall.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sycamore Academy students almost met or exceeded this growth goal on I/O benchmark tests for math.

Many of the actions/services moved us closer to this goal. Some successes include the utilization of the IXL diagnostic tool and training for staff in the implementation of this useful tool, small group instruction and practices for meeting individual needs of students, and Kagan training. Our biggest challenge came in March 2020 when the coronavirus pandemic resulted in the Governor 's Executive Order mandating school closures.

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.

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

Annual Measurable Outcomes

Expected	Actual
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.	Sycamore Academy students did not take the SBAC test due to the coronavirus pandemic which resulted in the Governor 's Executive Order mandating school closures in March 2020.

As a group, 70% of all students met or exceed standard on the I/O benchmark tests for ELA.

As a group, Sycamore Academy students almost met or exceeded this growth on I/O benchmark tests for literacy.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1. Tutoring 2. IXL online intervention 3. IXL individualized diagnostic assessments 4. Raz Kids 5. Raz Kids comprehension assessments 6. Learning A-Z training 7. Step Up to Writing training 8. Step Up to Writing benchmark assessments 9. Small Group Instruction 10. Kagan grouping strategies 11. iO end of unit assessments 12. iO benchmark assessments 13. iO writing assessments 14. Kagan training 15. Ongoing Kagan coaching 16. Linda Mood Bell training and implementation	\$65,000 Budget reference: 1100, 1200, 1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840	\$70,000.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While some of the individual action items came in over/under the budget, the overall budget versus estimated actuals balanced for the goal overall.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sycamore Academy students almost met or exceeded this growth goal on I/O benchmark tests for literacy.

In reviewing our list of actions/services we do feel we were on the right track for growth in literacy for students, but additional implementation strategies will help in meeting our student needs for success in this area. Our credentialed teachers did provide IXL online intervention support to address the needs of individual students and worked to provide equitable small group instruction. Through the implementation of Linda Mood Bell, students were able to receive individualized instruction in literacy. Our biggest challenge came in March 2020 when the coronavirus pandemic resulted in the Governor's Executive Order mandating school closures.

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.

Annual Measurable Outcomes

Expected	Actual
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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.

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.

90% of the students will meet 80% of their IEP goals.

Sycamore Academy students did not take the SBAC test due to the coronavirus pandemic which resulted in the Governor's Executive Order mandating school closures in March 2020.

Through the use of internal data collection, Sycamore Academy students progressed in the areas of math and literacy.

SASCA continues to grow in the area of IEP goals being met.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<ol style="list-style-type: none"> 1. Tutoring 2. IXL online intervention 3. Raz Kids fluency and comprehension 4. Learning A-Z training 5. Step Up to writing 6. Small Group Instruction with SPED teacher 7. Small group instruction with classroom teacher 8. Peer tutoring 9. WAM and math literacy emphasis 10. Kagan grouping strategies 11. iO end of unit math assessments 12. I/O benchmark assessments 13. iO writing assessments 14. Mentors in class to assist Education Specialist 15. SDAIE Strategies used by the classroom teacher 16. Kagan training 17. Learning A-Z training 18. JUMP Math training for teachers 19. WAM and math literacy training 20. Linda Mood Bell training and implementation 	<p>\$25,000</p> <p>Budget reference: 1100,1200,1300, 4000, 4200, 4300, 4305, 4420, 5220, 5840</p>	<p>\$31,000.00</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While some of the individual action items came in over/under the budget, the overall budget versus estimated actuals balanced for the goal overall.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sycamore Academy students were able to progress towards growth in this area. Through additional support in reading and math intervention, fluency comprehension, small group instruction and the addition of the Linda Mood Bell Program, our students with disabilities progressed toward mastery of the Common Core State Standards in literacy and math. Our biggest challenge came in March 2020 when the coronavirus pandemic resulted in the Governor’s Executive Order mandating school closures.

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

Annual Measurable Outcomes

Expected	Actual
<p>Sycamore Academy suspension rate will be 1% (.010) or less as reported by the California School Dashboard.</p> <p>The color indicator will be yellow.</p>	<p>Sycamore Academy’s suspension rate was 0.8% as reported by the California School Dashboard.</p> <p>The color indicator is green.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<ol style="list-style-type: none"> 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 	<p>\$75,000</p> <p>Budget reference:</p>	<p>\$100,000</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While some of the individual action items came in over/under the budget, the overall budget versus estimated actuals balanced for the goal overall.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Sycamore Academy was successful in reducing the suspension rate by effectively implementing the thirteen above listed actions and services. The challenges in reducing the rate included implementing the following strategies in the classroom: check-ins, Kagan, Restorative Justice, new playground etiquette, and Cyber Ethics Program.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Daily self-screening of all that enter campus using posted signs. Physical distancing protocols for staff	\$0.00		Y
Temperature screenings	\$150.00	\$310.00	Y
Personal hygiene supplies (soap, sanitizer, portable sinks, etc)	\$3,400.00	\$11,761.00	Y
Physical distance and implementing cohort protocols for students and staff (AirPods, signs, directional tape, etc.)	\$5,650.00	\$11,540.00	Y
Personal protective supplies (masks, face shields, gloves, etc.)	\$3,900.00	\$4,000.00	Y
Disinfecting supplies for the campus (360 Disinfection machine, cleaning products, etc.)	\$6,055.00	\$26,664.00	Y
Facility safety modifications (touchless bottle filling stations, dividers, partitions, etc.)	\$22,500.00	\$25,000.00	Y
Chair backpacks to limit sharing of resources	\$8,000.00	\$8,900.00	Y
Lunch	\$3,500.00	\$3,500.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between our planned actions items and what was implemented.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Sycamore Academy had many successes during the 20/21 school year. The successes and challenges are noted below.

Successes:

- Increased on average from 30% to 65% of students in person learning
- Provided support services for students in sub groups such as speech, ERMHS counseling, SAI
- Provided Mentor support in classrooms
- Increased and consistent stakeholder communication

Challenges:

- Ensuring students and staff were in compliance with face covering guidelines
- Ensuring students and staff were in compliance with cohorting guidelines
- Ensuring students and staff were in compliance with physical distancing guidelines
- Ensuring students and staff were in compliance with hygiene guidelines
- Limited students and staff collaboration
- Limited small group instruction
- Limited on campus activities such as showcases and P.I.E. Nights

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Professional development for online resources	\$75,000.00	\$82,184.00	Y
Subscriptions to online curriculum IXL, Learning A-Z, Rosetta Stone, Quavre Music, remind, ESGI, Planbook, Kami, Softchoice			Y
Subscription to NWEA MAPS Growth online assessment system			Y
Maintain subscription to Google Apps for schools to ensure consistent functioning with Drive, Docs, Gmail and Classroom			Y
Provide a computer and internet access to all students			Y
Provide Zoom accounts. Google Apps access, Seesaw, Kami, and other online platforms for effective distance instruction as needed	\$75.00	\$862.00	Y
Attendance tracking through SIS, daily student work logs and attendance reporting			Y
Offer small group instruction online for EL students and those with significant learning needs			Y
Provide online support services for students with exceptional needs through contract with El Dorado SELPA office			Y
Maintain contracted IT and tech support			Y
Provide appropriate technology and connectivity support for staff as needed			Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between our planned actions items and what was implemented.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In our efforts to implement the following elements of the distance learning program, Sycamore Academy experienced both successes and challenges in each area.

Continuity of Instruction

Successes - no Covid related school closures, vigilance in open communication among all stakeholders, frequent updates about changes published by multiple credible sources on the state of current health in our state

Challenges - moving all students to distance learning after Winter break, classroom teacher administering instruction for both on campus and distance learners simultaneous, students engagement

Devices and Connectivity

Successes - all students were 1:1 with technology

Challenges - with all students having 1:1 technology, our challenge was replacement of those devices for off campus student

Pupil Participation and Progress

Successes - daily instruction in all content areas, monitored progress through formative and summative assessments, consistent collection of academic progress

Challenges - cooperation with students and parents to follow the daily schedule, online stamina, and scheduling and prioritizing academics while at home

Distance Learning Professional Development

Successes - ongoing professional development for staff throughout the school year

Challenge - maintaining motivation from staff, online stamina, and scheduling and prioritizing professional development

Staff Roles and Responsibilities

Successes - teachers and staff provided options for learning for families who did not feel comfortable on campus

Challenges - dividing time and prioritizing students in two learning models

Support for Pupils with Unique Needs

Success - provided the support for all students

Challenges - cooperation with students and parents to follow the daily schedule, online stamina, and scheduling and prioritizing their unique needs at home

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Use of NWEA MAPS assessments			Y
Use of IXL math and IXL Language Arts assessments	\$2816.00	\$2816.00	Y
Use of Linda Mood Bell reading program			Y
Implementation of SOS tutoring for all students			Y
Provide targeted skills acceleration instruction both in person and through videoconferencing			Y
Purchase JUMP math digital lesson slides to support distance learning teaching of math skills acceleration			Y
Offer continuous professional learning opportunities specific to distance learning skills acceleration practices			Y
Offer increased in-person learning time when possible for students facing significant learning loss			Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between our planned actions items and what was implemented.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success

The actions listed above were consistently followed through the entire school year. As a result, we were able to reduce student learning loss.

Challenges

The challenge for the distance learners were following the daily schedule, online stamina, and scheduling and prioritizing academics while at home. The challenges for on campus learning included following the reopening plan with diligence and staying motivated while on campus activities were limited therefore changing the school culture.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Sycamore Academy staff worked tirelessly to provide social and emotional support for students in need. Some successes include meeting the various mental health and social emotional needs of students both online and on campus. The challenges were the increased number and variety of mental health and social emotional needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SASCA experienced many successes and some challenges for implementing pupil and family engagement during the 20/21 school year. Some successes included the overwhelming positive support from stakeholders who appreciated that Sycamore provided options tailored to families including online options and on campus options and our consistent communication.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Sycamore Academy was able to provide meals to distance learners, on campus learners and to the community at no cost, throughout the school year. This success was welcomed among our stakeholders and appreciated by our students.

The challenge in providing meals to students and the community included proper staffing to process the food, scheduling convenient times to pick up the meals, and anticipating the appropriate amount of food to order ensuring enough food for those in need and extra food not going to waste.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain a staff member to address food service needs	A dedicated food service staff member allows for SASCA to effectively fill the responsibilities regarding food services.		[\$ 0.00]	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between our planned actions items and what was implemented.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During the implementation of the LCA plan goals, observation of students, stakeholder input and other important factors, we became aware of the necessity to address social and emotional needs of students, stakeholder engagement, academic needs for special populations, academic needs in literacy and math.

The 2021-24 LCAP was developed with the intent of returning students to pre pandemic successes in the area of academics and social emotional intelligence.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss is addressed in the 2021-24 LCAP in goals #1 (The social and emotional well being of students), #3 (Closing the achievement gap for special populations), #4 (Academic growth in literacy) and #5 (Academic growth in math). Goals #1 and #3 specifically address the students with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between our planned actions items and what was implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

[Add text here]

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

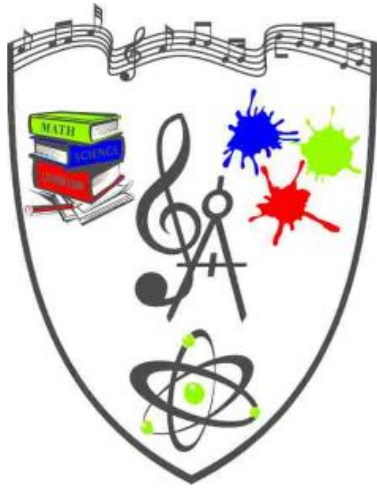
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021



Sycamore Academy
of Science and Cultural Arts

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Academy of Science and Cultural Arts	Barbara Hale, Executive Director	b.hale@sycamoreacademycharter.org 951-678-5217 X101

Plan Summary 2021/22

General Information

A description of the LEA, its schools, and its students.

The Sycamore Academy of Science and Cultural Arts charter was authorized by Lake Elsinore Unified School District on June 25, 2009 and opened for approximately two-hundred-forty students on September 14, 2009, in a temporary location. In 2010, Sycamore Academy went through the Western Association of Schools and Colleges (WASC) accreditation process and gained full accreditation. Lake Elsinore Unified School District has approved the addition of the 7th and 8th grade, TK and a Home Study program. The Ronald Reagan Charter School Alliance, the governing board for Sycamore Academy, located property in 2014 and

was approved for \$9.4million in revenue bonds to purchase the property and build the school's permanent home. Students were welcomed to the new site in September of 2015. In 2018, Sycamore Academy submitted a petition for renewal to the Lake Elsinore Unified School District and was approved for another five-year term, through June 30, 2024. The Governing Board authorized the replication of this successful program which was authorized by the San Bernardino County Board of Education in 2019. SASCA-CV's charter also expires on June 30, 2024.

Sycamore Academy provides a rigorous, constructivist-based, academic program which is preparing our students for their future. We provide a balanced approach to learning through active participation, collaboration and hands on learning opportunities. While we are 1:1 with technology for students and offer a well-rounded supplemental online program, our teachers work diligently to provide every student with the supports, accommodations and modifications needed to be successful. Core to our program is the belief that students must develop critical skills and fundamental dispositions to be successful, life-long learners. Through the implementation of growth mindset strategies, the Leader in Me, and Kagan cooperative learning structures, teacher assist students in developing the needed skills and dispositions to be successful.

Parent volunteers and community relationships have been a key component of our school and it's success and we value our stakeholder engagement. Through these relationships, SASCA is able to provide students with unique opportunities such as student-led services to the community, hands-on projects, guest instructors, and school-business projects that provide real-world learning opportunities to our students.

Reflections: Successes

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

On March 13, 2020, schools were notified they were to close for on campus instruction due to the Covid-19 Pandemic. Sycamore staff worked tirelessly to develop a plan for students and within 48 hours had rolled out the plan to ensure continuity of instruction for all students.

On March 17, 2020 all Sycamore families had the computers, textbooks, and supplies needed to begin distance learning. The transition from on campus learning to distance learning was smooth and efficient and our stakeholders were very generous with their praise for our thoughtful planning and rollout. Through constant home to school communication, the Sycamore community wrapped up the 2019-2020 school year with success and moved through the 2020-2021 school year with every staff member and family receiving the type of program that worked best for them through the pandemic, allowing everyone to remain engaged and safe.

Due to the COVID-19 Pandemic, no state assessments were administered for the 2019-2020 school year. While Sycamore Academy will be participating in the modified state assessments to the extent possible for the 2020-2021 school year, it's unclear how those results will correlate to providing SASCA with the baseline data needed to have dashboard data to analyze.

Dashboard Local Indicators continue to be met.

Internal data demonstrates that Sycamore faculty, staff and families have done a great job of mitigating learning loss through the COVID-19 Pandemic and disruption to in-person learning.

Reflections: Identified Need

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

Due to the response to the COVID-19 Pandemic and specifically the disruption to in-person instruction, no state assessments were administered in the 2019-2020 school year. While SASCA will be participating in the modified state assessments offered for the 2020-2021 school year, it is unclear how or if those results will be used to established baseline data for the school. As a result of not having state data to analyze, the staff analyze local data to identify needs.

Through local data, Sycamore Academy of Science and Cultural Arts has determined that the needs of the students include social, emotional and behavioral needs resulting from the effects of the COVID pandemic and intensive intervention and acceleration to mitigate learning loss.

LCAP Highlights

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

Sycamore Academy will continually analyze data and makes adjustments to improve the academic program to ensure students are prepared for the next step in their academic journey and ultimately college and/or career readiness. 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 aligned with the improvement needs, mission and vision of the school, and goals for the state, county and local school district as well. In the current document, SASCA has identified five Local Control Accountability Plan goals. The goals were written to ensure accountability, responsible fiscal management, and alignment with the state and local priorities and achievement data. The Sycamore Academy of Science and Cultural Arts LCAP addresses five major focus areas:

1. The social and emotional wellbeing of students
2. Stakeholder engagement

3. Closing the achievement gap for special populations
4. Academic growth in literacy
5. Academic growth in mathematics

Through stakeholder feedback, teacher and staff committee involvement, data analysis, and academic research, Sycamore Academy of Science and Cultural Arts has concentrated its resources and efforts to addressing the emotional needs of students affected by a global pandemic, stakeholder engagement and meeting the needs of special populations, literacy and math progress and academic growth.

Through the implementation and support of teachers following elements of the school's charter including:

- Element 1 - Educational program
- Element 2- Measurable student outcomes
- Element 3- Method by which student outcomes will be measured.
- Element 6- Health and safety
- Element 7- Racial and ethnic balance

Using quality curriculum, supported by effective teaching, we will continue to monitor students' growth in academic and social areas.

With our supplemental dollars, Sycamore Academy supports the neediest students with interventions and supports specific to their needs. These interventions include, but are not limited to, Linda Mood Bell reading and math intervention programs, Registered Behavioral trained mentors, Bilingual Teachers and Instructional Assistants, and schoolwide intervention programs. Sycamore Academy also utilizes supplemental funds to tailor targeted interventions to unduplicated students through various supports, including tutoring and electronic platforms for intervention and remediation.

Sycamore Academy has also allocated resources to our students' social emotional well-being with specific actions addressing mental health and counseling support, and multiple tiers of academic and social emotional programs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

SASCA is not identified as Comprehensive Support Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Does Not Apply

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Does Not Apply

Stakeholder Engagement

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

The stakeholder engagement process included:

1. Use of Survey Monkey and Google Forms to collect feedback from stakeholders
2. Multiple stakeholder meetings including online forums and when possible, in person meetings
3. Committee meetings wherein parents serve on the committees (i.e. School Site Council, Foundation, etc.)
4. Feedback and comments from board meetings
5. "Townhall" style parent information meetings
6. Phone calls to stakeholders to garner input
7. Emails, social media, text messaging, etc. to ensure access in a variety of mediums.
8. Translation services as needed.

All data was collected, reviewed and organized in order to ensure all perspectives were considered before finalizing the LCAP

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups voiced specific concerns that are addressed in the LCAP: Participants indicated the greatest concern for social emotional well-being of the students and staff, the need for better understanding of charter schools and Sycamore Academy, the need for academic growth for special populations, the need for academic growth in literacy, and the need for academic growth in math. While the school has limited academic data, all stakeholders agreed that the response to the COVID-19 Pandemic will have negative effects on students for years to come, from both a social-emotional and academic standpoint.

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

Stakeholders gave specific input that focused on technology needs, teacher responsiveness, engagement, equitable access to instruction, attendance, student academic growth, social and emotional services, and health and safety.

Goals and Actions

Goal #1 Social Emotional Goal

Goal #1	Description: <i>Develop students with self-awareness, self-control and interpersonal skills through a learning environment focused on a growth mindset, self-efficacy, social awareness, and self-management.</i>
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An explanation of why the LEA has developed this goal.

During various stakeholder engagement meetings, goals for the LCAP were discussed in detail. During these meetings, stakeholders voiced concerns for social emotional support for students, especially having just gone through a Pandemic. The Sycamore Academy faculty and staff also feel that students would benefit from support in this area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2021–22	Year 2 Outcome 2022–23	Year 3 Outcome 2023–24	Desired Outcome for 2023–24
% of students receiving ERMHS	In 2019-20, 3% of students received Educationally Related Mental Health Services. In 2020-21, 5% of students onsite are receiving ERMHS. We anticipate an increase as all students return to campus in 2021.				Students will learn appropriate and effective tools for growth mindset, self-efficacy, social awareness and self-management as demonstrated by a reduction of 25% of students receiving ERMHS from the baseline.
Suspension/Expulsion	As students return to campus, we anticipate increased behavioral issues potentially resulting in suspensions/expulsions despite increased interventions and resources. The medium level on the Dashboard grid is 3%.				Students will learn appropriate and effective tools for growth mindset, self-efficacy, social awareness and self-management as demonstrated by a decline in suspension/expulsion rate to below 1%.
Attendance	The public elementary school average attendance rate is 95%.				According to the P2 report, the school will achieve at least a 97% attendance rate, demonstrating a strong desire to attend school.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Additional personnel	Our school psychologist is providing supervision to select students in need of social-emotional support. We also have an ERMHS Counselor who provides counseling to students and support for families as needed and determined by a team. Students are able to move between groups as their social emotional needs change.	\$100,000	Y
Action #2	Kagan Cooperative Learning Structures	<p>A Kagan trainer will spend 2 days with the staff in August. There will be follow up training during the school year. In addition to the live training, training will be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ Instruction 	\$9,000	Y
Action #3	SCORE Goals	Students will develop personal goals that will include a social emotional goal. Goal setting will give them focus and purpose, help them to stay motivated and excited as they are meeting those goals, and help them to develop a plan for achievement.	\$800	Y
Action #4	Leader in Me	<p>Training will be provided on campus by a Leader in Me Trainer. There will be follow up training during the school year. In addition to the live training, training will be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction 	\$16,000	Y

		<ul style="list-style-type: none"> Digital FAQ Instruction 		
Action #5	Website/Social Media platforms	This goal will be addressed on the school's website and various Social Media platforms, throughout the school year providing Sycamore families with school resources, community resources and support.	\$800	Y
Action #6	Parent Information Exchange (P.I.E. Night)	This goal will be addressed in P.I.E. Nights at the beginning of the year	\$1,200	Y
Action #7	Quaver Music Program	This program will strengthen the bond between teacher and students building self-confidence and awareness through an artist outlet. Engaging resources and creative interactive content will get students excited and motivated about learning.	\$2,000	Y
Action #8	Growth Mindset	Growth Mindset strategies and practices will be implemented in classrooms.	\$1,500	Y
Action #9	Intervention Personnel	Additional staff will be trained and will seek certification as Registered Behavior Technicians.	\$8,000	Y

Goal Analysis 2020-2021

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

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

This is a new goal. This goal goes into effect for the 2021/22 school year. Data will be collected during the 2021/22 school year and the goal will be analyzed in spring of 2022.

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

N/A

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

N/A

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

N/A.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal #2 Stakeholder Engagement

Goal # 2	Description: <i>Increase stakeholder understanding of the educational program and philosophy/culture of the approved charter through engagement.</i>
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An explanation of why the LEA has developed this goal.

Due to the COVID-19 school closure and visitors and volunteers not being allowed on campus for more than one school year, Sycamore Academy faculty and staff recognize the need to re-engage stakeholder and rebuild and/or establish relationships with families and community members.

Measuring and Reporting Results

<i>Metric</i>	<i>Baseline</i>	<i>Year 1 Outcome 2021–22</i>	<i>Year 2 Outcome 2022–23</i>	<i>Year 3 Outcome 2023–24</i>	<i>Desired Outcome for 2023–24</i>
Participation in the annual parent satisfaction survey	In 2020-21 20% of parents participated in the parent satisfaction survey.				60% of parents will participate in the annual parent satisfaction survey.
Participation in the monthly “Coffee with the Principal” meetings	In 2019-20 10% of parents participated regularly in the “Coffee with the Principal” monthly meeting.				25% of parents will participate in the monthly meeting either in person or via video-conference.
The increase in the number of cleared volunteers.	In the 2020-21 school year, 4% of students have one adult cleared to participate on-site.				By the end of the 2023-24 school year, 20% of students will have at least one adult cleared to participate on-site.

Actions

<i>Action #</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #1	Volunteer Opportunities <ul style="list-style-type: none"> • Classroom volunteer • Field Trip Chaperone • School Site Council • Watch D.O.G.S. (Parent committee) • MOM Squad (Parent committee) • Governing Board • Event Coordinator • Event Participant • Project Advisor • Athletic coach • Academic Coach • Parent Ambassadors 	The volunteer opportunities will allow parents to interact in various aspects of the school, giving them firsthand knowledge of how a certain aspect of the school runs. The parent will then become an “expert” in that area and be able to act as an “ambassador” to other parents, regarding the aspect of the school that the parent has experienced.	\$2,000	N
Action #2	Town Hall Events	At least each trimester, a Town Hall Event will be held to discuss LCAP.	\$6,000	N
Action #3	Parent Information Exchange (P.I.E. Night)	At least three times per year, P.I.E. events will be held to discuss elements of the academic program with participating parents. (i.e. homework, EL program,	\$2,000	N
Action #4	Newsletter	A newsletter will be produced at the start of each trimester to inform parents of upcoming activities and events with the intention of increasing participation.	\$600.00	N

<i>Action #</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #5	Web site/ Social Media platforms	The school will utilize the website and social media platforms to communicate events, activities and opportunities for participation with stakeholders.	\$600.00	N

Goal Analysis 2020-2021

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

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

This is a new goal. This goal goes into effect for the 2021/22 school year. Data will be collected during the 2021/22 school year and the goal will be analyzed in spring of 2022.

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

N/A

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

N/A

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

N/A

Goals and Actions

Goal #3 Academic Goal- Closing the Achievement Gap for Special Populations

Goal # 3	Description: The students in Special Populations will show academic growth and increased school engagement to accelerate learning.
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An explanation of why the LEA has developed this goal.

Careful analysis of state, county and local data indicates that the performance of students in certain “special populations” and the overall performance of students continues to widen rather than shrink. We believe that with the strategic actions we have outlined and careful analysis and monitoring of the progress of students in special student subgroups, we can accelerate the learning and close the achievement gap.

Measuring and Reporting Results

<i>Metric</i>	<i>Baseline</i>	<i>Year 1 Outcome 2021–22</i>	<i>Year 2 Outcome 2022–23</i>	<i>Year 3 Outcome 2023–24</i>	<i>Desired Outcome for 2023–24</i>
LPAC	The CA Dashboard indicates that only 48.3% of English Language Learners are making progress toward English proficiency				At least 65% of English Learners will make progress toward English Language proficiency.
Chronic Absenteeism	The CA Dashboard indicates that 20%+ Foster Youth, Homeless Students and African American students across the state are absent.				Chronic absenteeism for Foster Youth, Homeless, and African American students will be equal to or less than the rest of the school population.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Kagan training for student engagement and classroom management for teachers and Mentors.	<p>A KAGAN trainer will spend 2 days with the staff in August. There will be coaching during the school year. Training may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,000	Y
Action #2	Learning A-Z training for teachers and Mentors.	<p>Learning A-Z training may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,500	Y
Action #3	Step Up to Writing training for teachers and Mentors.	<p>Training for Step Up To Writing may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$2,000	Y

<i>Action #</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #4	NWEA MAP Growth training in reading and writing for teachers and Mentors.	<p>Training for the NWEA MAP Growth Assessments may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$8,000	Y
Action #5	Words Their Way training for teachers and Mentors.	<p>Training for Words Their Way may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action #6	Fountas and Pinnell training for teachers and Mentors.	<p>Training for Fountas and Pinnell may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action #7	Support services related to attendance	Support services will provide additional resources to ensure daily attendance of special populations.	\$3,000	Y

<i>Action #</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #8	JUMP Math training for teachers and Mentors	Training for JUMP Math may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action #9	Math and Literacy tutoring	Tutoring will be offered during, before, or after school. Tutoring may take place in the following formats: <ul style="list-style-type: none"> • Live, onsite tutoring with a credentialed teacher • Live video conferencing with a credentialed teacher • Live onsite tutoring with a mentor • Live video conferencing with a mentor • Prerecorded lessons 	\$35,000	Y

Goal Analysis 2020-2021

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

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

This is a new goal. This goal goes into effect for the 2021/22 school year. Data will be collected during the 2021/22 school year and the goal will be analyzed in spring of 2022.

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

N/A

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

N/A

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

N/A

Goals and Actions

Goal #4 Academic Goal- Literacy- Growth

Goal # 4	Description: All students will show academic growth and progress toward mastery of the Common Core State Standards in literacy as demonstrated by verified assessments.
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An explanation of why the LEA has developed this goal.

The primary function of an educational agency is to ensure that students' progress toward mastery of the adopted standards. As a charter school, this is required in order to continue to serve the community. As a parent, academic proficiency is the desired outcome for their children. Therefore, the entire school community is united behind ensuring continued academic growth for every student.

Measuring and Reporting Results

<i>Metric</i>	<i>Baseline</i>	<i>Year 1 Outcome 2021–22</i>	<i>Year 2 Outcome 2022–23</i>	<i>Year 3 Outcome 2023–24</i>	<i>Desired Outcome for 2023–24</i>
NWEA MAP	The Spring 2021 data indicates that 59% of students are scoring Average to High in Reading.				By Spring of 2024, 75% of students will score Average to High in Reading according to NWEA MAP.
NWEA MAP	The Spring 2021 data indicates that 51% of students are scoring Average to High in ELA.				By Spring of 2024, 70% of students will score Average to High in Math.
iREADY	The Spring 2021 NWEA Map data indicates that 55% of students are scoring Average to High in Literacy. iReady will be implemented in the 2021-22 school year. We anticipate 55% of students scoring at or above grade level.				By Spring of 2024, 70% of students will score at or above grade level according to the iReady assessments.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Kagan training for student engagement and classroom management for teachers and Mentors.	<p>A KAGAN trainer will spend 2 days with the staff in August. There will be coaching during the school year. In addition to the live training, training may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,000	Y
Action #2	Learning A-Z training for teachers and Mentors.	<p>Learning A-Z training may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,500	Y
Action #3	Performance Task (W.A.R. – Writing About Reading) training for teachers and Mentors.	<p>Training for the Performance Task may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$800	Y

<i>Action #</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #4	Step Up to Writing training for teachers and Mentors.	<p>Training for Step Up To Writing may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$2,000	Y
Action #5	NWEA MAP Growth training in reading and writing for teachers and Mentors.	<p>Training for the NWEA MAP Growth Assessments may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$8,000	Y
Action #6	Words Their Way training for teachers and Mentors.	<p>Training for Words Their Way may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction <p>Digital FAQ instruction</p>	\$4,000	Y

<i>Action #</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #7	Fountas and Pinnell training for teachers and Mentors.	<p>Training for Fountas and Pinnell may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action #8	Reading, writing intervention and enrichment training for teachers and Mentors.	<p>Training for reading, writing intervention and enrichment may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,000	Y
Action #9	Writing intervention and enrichment training for teachers and Mentors.	<p>Training for writing intervention and enrichment may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action #10	Literacy for teachers and Mentors.	<p>Literacy training may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y

<i>Action #</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #11	Mentor support in classrooms	Mentors will be used in the classroom to offer support in enrichment and intervention to students in need of support.	\$50,000	Y
Action #12	iREADY training in literacy for teachers and Mentors.	iREADY training may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,500	Y
Action #13	Literacy tutoring	Tutoring will be offered during before or after school. Tutoring may take place in the following formats: <ul style="list-style-type: none"> • Live, onsite tutoring with a credentialed teacher • Live video conferencing with a credentialed teacher • Live onsite tutoring with a mentor • Live video conferencing with a mentor • Prerecorded lessons 	\$20,000	Y

Goal Analysis 2020-2021

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

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

This is a new goal. This goal goes into effect for the 2021/22 school year. Data will be collected during the 2021/22 school year and the goal will be analyzed in spring of 2022.

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

N/A

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

N/A

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

N/A

Goals and Actions

Goal #5 Academic Goal- Math Growth

Goal # 5	Description: All students will show academic growth and progress toward mastery of the Common Core State Standards in math as demonstrated by verified assessments.
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An explanation of why the LEA has developed this goal.

The primary function of an educational agency is to ensure that students' progress toward mastery of the adopted standards. As a charter school, this is required in order to continue to serve the community. As a parent, academic proficiency is the desired outcome for their children. Therefore, the entire school community is united behind ensuring continued academic growth for every student.

Measuring and Reporting Results

<i>Metric</i>	<i>Baseline</i>	<i>Year 1 Outcome 2021–22</i>	<i>Year 2 Outcome 2022–23</i>	<i>Year 3 Outcome 2023–24</i>	<i>Desired Outcome for 2023–24</i>
NWEA MAP	The Spring 2021 data indicates that 50% of students are scoring Average to High in Math.				By Spring of 2024, 70% of students will score Average to High in Math according to NWEA MAP assessments.
iREADY	The Spring 2021 NWEA Map data indicates that 50% of students are scoring average to high. iReady will be implemented in the 2021-22 school year and we anticipate 50% will score at or above grade level.				By Spring of 2024, 70% of students will score Average to High in Math according to iReady assessments.

Actions

Action	Title	Description	Total Funds	Contributing
Action #1	JUMP Math training for teachers and paraeducators	JUMP Math training may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action #2	WAM (Writing About Math) and Performance Task (math literacy) training for teachers and paraeducators.	Training for the Performance Task may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$800	Y
Action #3	Kagan training for student engagement and classroom management for teachers and Mentors.	A KAGAN trainer will spend 2 days with the staff in August. There will be coaching during the school year. In addition to the live training, training may be delivered in the following formats: <ul style="list-style-type: none"> • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,000	Y

<i>Action</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #4	Math Intervention and Enrichment training for teachers and paraeducators	<p>Training for writing intervention and enrichment may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Prerecorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$3,000	Y
Action #5	NWEA MAP Growth training in reading and writing for teachers and Mentors.	<p>Training for the NWEA MAP Growth Assessments may be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$8,000	Y
Action #6	Math tutoring	<p>Tutoring will be offered during before or after school. Tutoring may take place in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite tutoring with a credentialed teacher • Live video conferencing with a credentialed teacher • Live onsite tutoring with a mentor • Live video conferencing with a mentor • Prerecorded lessons 	\$15,000	Y
Action #7	Mentor support in classrooms	Mentors will be used in the classroom to offer support in enrichment and intervention to students in need of support.	\$50,000	Y

<i>Action</i>	<i>Title</i>	<i>Description</i>	<i>Total Funds</i>	<i>Contributing</i>
Action #8	iREADY training in literacy for teachers and Mentors.	<p>iREADY training will be delivered in the following formats:</p> <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,500	Y

Goal Analysis 2020-2021

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

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

This is a new goal. This goal goes into effect for the 2021/22 school year. Data will be collected during the 2021/22 school year and the goal will be analyzed in spring of 2022.

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

N/A

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

N/A

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

N/A

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2020-2021

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.0%	\$198,847.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

All students will be assessed frequently and data will be analyzed and evaluated to ensure interventions are effective and support student achievement.

The Multi-tiered System of Support (MTSS) process will be employed and student progress will be continually monitored to ensure continued progress.

Performance block, purposeful grouping instruction with a credentialed teacher, will be employed to ensure focused instruction in areas of weakness.

Before, during, and after school tutoring opportunities will be available at no charge to families to support remediation and acceleration.

Continue implementation of online education programs to support individual needs of students, especially those in unduplicated categories.

Academic and social interventions will be provided to all foster youth, English Learners and low-income students.

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

The Director of Student Services and support staff seek out unduplicated pupils and their families to ensure the students and families are getting the services needed. Unduplicated students and families will be contacted throughout the year in several ways, including but not limited to: phone calls, emails, text messages, newsletters, parent/teacher/admin meetings, classroom visits.

English learners, Foster Youth, Low Income and all students will receive additional supports and academic services such as support personnel in the classrooms, additional support outside of the classroom, tutoring, counseling, supplemental curricular supports, food services, special education services if needed, language development support and instruction, technology support including internet access as needed, parent information meetings to engage and support attendance, appropriate behavior and encourage parent participation in school to the extent possible.