

Sycamore Academy of Science and Cultural Arts

Barbara Hale, Executive Director
b.hale@sycamoreacademycharter.org
951-678-5217



LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Involvement Process	Impact on LCAP
<p>In September 2015, faculty and staff analyzed student performance data and compared it to the goals outlined in the year’s LCAP and the charter. The information was aligned to the State Goals and a framework for stakeholder discussion was created.</p> <p>School Site Council (SSC) was engaged in the winter. The group maintains 50-50% parent-staff participation. The council reviewed the beginning data as well as the end of first trimester data to determine any changes to the plan to meet the LCAP goals.</p> <p>Survey information from the spring was reviewed and plans to address noted issues were made.</p> <p>SSC began discussion around changes to the survey for the spring.</p> <p>Multiple parent information nights were held throughout the year to explain the CCSS, SBAC, LCAP and LCFF. At each of those nights, parent feedback was solicited and received. That information was used to guide the schoolwide focus. Parents were notified of these events via social media, School Messenger emails and phone calls, and written notice. 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 from CDE, CCSA, and CSDC.</p>	<p><i>*Faculty and staff discussions identified and prioritized areas of focus related to the education program and the mission and vision of the charter school</i></p> <p><i>*Collaboration amongst other stakeholders focused on the identification and prioritization of the needs related to the school climate, safety, stakeholder participation and additional support services.</i></p> <p><i>*The use of the SSC in developing the survey questions is intentional to ensure that we gather the widest array of stakeholder feedback</i></p> <p><i>The use of the survey results allows for a systematic and organized way to consolidate information and analyze effectiveness, perceptions and greatest needs.</i></p>
<p>Annual Update:</p> <p>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 October and continuing throughout the year.</p>	<p>Annual Update:</p> <p><i>The information gathered through this process was organized to identify recurring themes and needs. Faculty prioritized the information and included items in the updates and goals.</i></p>

Additionally, in the design of the annual Parent and Student Surveys, questions were specifically designed to solicit feedback from stakeholders on existing and future goals and targets.

**Increase opportunities for parents to learn more about CCSS, SBAC, LCAP, and charter schools.*

**Continued demonstration of student progress toward mastery of CCSS.*

**Improve the attendance of all students, especially the underperforming.*

Section 2: Goals, Actions, Expenditures, and Progress Indicators

GOAL:	GOAL #1 All students will demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ 6_ 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> Local : Specify <u>Charter specific</u>	
Identified Need :	As is the case throughout California, Sycamore students need to show growth in the areas measured by CCSS.		
Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	All students will demonstrate progress toward mastery of the Common Core State Standards in literacy and mathematics as evidenced by multiple measures of student achievement including local and/or state assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administration of common, vertically articulated and aligned to SBAC assessments. These will be administered three times per year in addition to local quizlettes for progress monitoring and remediation as appropriate.	All students	<input checked="" type="checkbox"/> ALL	\$20,000 GP/LC
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
Provide training for faculty and support staff in the understanding and implementation of instructional strategies to support English language development according to the range of rigor and	Faculty staff	<input type="checkbox"/> ALL	\$20,000 GP/LC
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	

format found in the proposed ELPAC.		<u> </u> Other Subgroups:(Specify)_____	
Education specialist and general education teachers will collaborate to provide accommodations, modifications and support services for students with special needs.	All students Faculty	<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u>Special Education students</u>	\$10,000 GP/LC
Acquire database service for the collection, organization and reporting of assessment data for all students.	All students	<u> X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$15,000 GP/LC
Provide Teacher Induction program for faculty possessing a preliminary credential	Faculty	<u> X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$40,000 GP/LC
Faculty professional development in the organization, review and analysis of assessment data to determine adjustments to instruction and addition of support services for under-achieving students.	Faculty	<u> X</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$20,000 GP/LC

GOAL:	GOAL #2 Improve the attendance rate for all students with below average attendance rates.	Related State and/or Local Priorities: 1__ 2__ 3__ <u>X</u> 4__ <u>X</u> 5__ <u>X</u> 6__ <u>X</u> 7__ 8__ Local : Specify <u>Charter</u>
Identified Need :	Chronic absenteeism hinders students' ability to master the CCSS, our attendance rate in 2015-16 was less than 97%	
Goal Applies to:	Schools: <u>Sycamore Academy of Science and Cultural Arts</u>	
	Applicable Pupil Subgroups: <u>ALL</u>	
LCAP Year 1: 2016-2017		

Expected Annual Measurable Outcomes:	Achieve a school wide attendance rate greater than 97% as reported on P1, P2 and P-Annual.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review and edit Attendance Policy, Parent-Student Handbook and Safe School Plan to align in support of improved student attendance.	ALL	<input checked="" type="checkbox"/> ALL	\$25,000 GP/LC
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Establish procedures for intervention for students with lower than allowable rates of attendance and assign specific staff to monitor.	ALL	<input checked="" type="checkbox"/> ALL	\$30,000 GP/LC
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide ongoing communication and education for parents regarding the law and importance of school attendance including explanation of the school attendance policy	ALL	<input checked="" type="checkbox"/> ALL	\$10,000 GP/LC
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL:	GOAL #3 Increase parent understanding of CCSS, accountability and charter schools.	Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5_X 6__ 7__ 8_X Local : Specify _____
Identified Need :	Per parent survey results, parents desire greater understanding to better support their students, the staff and the program.	
Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts	
	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2016-2017		
Expected Annual Measurable	Parent Survey results will demonstrate parents will increase their knowledge of CCSS, SBAC and charter schools.	

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide information sessions for parents to learn about California Common Core State Standards, Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and Community	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 GP/LC
Provide resources to parents for self-review of information about California Common Core State Standards, Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and community	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 GP/LC

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Original GOAL from prior year LCAP:	Increase parent understanding of CCSS, accountability and charter schools.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> Local : Specify <u>Charter specific, parent participation and collaboration.</u>
Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable	Parent understanding of Common Core State Standards, CAASPP and charter schools will increase from baseline information provided on	Actual Annual Measurable	According to Parent Survey results comparing 14/15 to 15/16 parent understanding of: CCSS increased from 71.79% to 89.8%,

Outcomes:	the 2014 survey as reported by parents.	Outcomes:	CAASPP increased from 49.16% to 53.76% and charter schools decreased from 69.83% to 67.74%. It should be noted that Sycamore added approximately 100 students from 14/15 to 15/16.
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LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Provide information sessions for parents to learn about Common Core State Standards.		\$10,000 GP/LC	Provided 19 different information events throughout the year for parents to learn about CCSS, SBAC and LCAP.		\$6,000 GP/LC
Scope of service:	PARENTS AND COMMUNITY		Scope of service:	PARENTS AND COMMUNITY	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.		\$10,000 GP/LC	Provided information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.		\$6,000 GP/LC
Scope of service:	PARENTS AND COMMUNITY		Scope of service:	PARENTS AND COMMUNITY	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Provide information sessions for parents and the community regarding the Charter Schools Act.		\$10,000 GP/LC	Provided information sessions for parents and the community regarding the Charter Schools Act.		\$2,000 GP/LC
Scope of service:	PARENTS AND COMMUNITY		Scope of service:	PARENTS AND COMMUNITY	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Provide more opportunities for parents to engage with staff regarding CCSS, SBAC, etc. Record sessions and post to website for parent viewing at later times. Ensure all showcases have elements of parent instruction Plan information nights far in advance to provide parents with enough time to schedule			

Original GOAL from prior year LCAP:	Increase extra-curricular opportunities for students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Sycamore Academy of Science and Cultural Arts		
	Applicable Pupil Subgroups:	ALL (grades 6-8)		
Expected Annual Measurable Outcomes:	Increase the number of opportunities for students to participate in extra-curricular activities by 25% as compared to the number of opportunities in the previous year.	Actual Annual Measurable Outcomes:	Increased the number of opportunities for students who participated in extra-curricular activities by 25% as compared to the number of opportunities in the previous year.	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

Develop a plan and provide resources for students in grades 6-8 to participate in competitive sports.		\$50,000 GP/CL	Grades 6-8 participated in competitive sports; basketball, soccer, and volleyball	\$35,000 GP/LC
Scope of service:	GRADES 6-8		Scope of service:	GRADES 6-8
<input checked="" type="checkbox"/> ALL (grades 6-8)			<input checked="" type="checkbox"/> ALL (grades 6-8)	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop a plan and provide resources for students in grade 1-8 to participate in a variety of on-campus clubs before or after school at no charge to the families.		\$50,000 GP/LC	All students in grades 1-8 participated in a three different on-campus clubs throughout the school year.	\$15,000 GP/LC
Scope of service:	GRADES 1-8		Scope of service:	GRADES 1-8
<input checked="" type="checkbox"/> ALL (grades 1-8)			<input checked="" type="checkbox"/> ALL (grades 1-8)	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Add at least two more athletic opportunities to the list for middle school students. Change the club schedule to include transitional kindergarteners and kindergarteners. Continue to develop extra-curricular options for students. Investigate ways to add additional high-interest learning opportunities			

Original GOAL from prior year	Student data will demonstrate progress toward achieving Common Core State Standards.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> Local : Specify <u>Charter goals.</u>
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LCAP:			
Goal Applies to:		Schools: Sycamore Academy of Science and Cultural Arts	
		Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	All students will demonstrate progress toward mastery of Common Core State Standards as evidence by local assessment data.	Actual Annual Measurable Outcomes:	According to local assessment data, students improved performance in ELA by an average of 23.2.% and an average of 27.71% in Math
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide teachers with time to align the multiple local assessments to four point scoring systems.	\$60,000 GP/LC	Provided teachers with time to align the multiple local assessments to four point scoring systems.	\$47,000 GP/LC
Scope of service:	TEACHERS	Scope of service:	TEACHERS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Hire physical education teacher to provide release time for classroom teacher to have release time for data entry and analysis.	\$60,000 GP/LC	Hired a physical education teacher and provided release time for classroom teacher to complete data entry and analysis.	\$60,000 GP/LC
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Utilize EADMS to track student assessment data, generate reports and monitor progress.	\$75,000 GP/LC	Utilized EADMS to track student assessment data, generate reports and monitor progress.	\$62,000 GP/LC
Scope of service:	TEACHERS	Scope of service:	TEACHERS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide after school tutoring by certificated teachers for students in need of additional academic support.	\$50,000 GP/LC	Provided after school tutoring by certificated teachers for students in need of additional academic support.	\$37,000 GP/LC
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While our students demonstrated significant growth over the course of the year based on our local assessments, review of this data as compared to the state data has not been completed and we recognize that there is still a substantial room for improvement still. Continue to develop teachers understanding of CCSS, assessments and data analysis. Refine SBAC aligned quizlettes Continue to develop tutoring program Acquire additional technology for student use Refine schedule to maximize teacher release time		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>150,549.00</u>
Sycamore Academy utilizes funding to support academic progress, student engagement and additional support services and resources directly to the students and their families. The support staff that works directly with identified students receives additional training and support that is specifically focused on needs to these pupils. Staff will be provided additional training in MTSS and RtI Interventions and instructional strategies to support language development. We budgeted a plan to acquire additional assistive technology and/or other resources for meeting individualized needs, continued improvement and expansion of after school tutoring provided by certificated teachers in core areas, and support staff for translation needs and acquiring family resources as needed.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.42	%
Based on California's Fiscal Crisis & Management (FCMAT) LCFF calculator, Sycamore's services for unduplicated pupils are estimated to increase by 3.42%, the Minimum Proportionality Percentage (MPP) for the 2016-2017 school year. Sycamore Academy will meet its MPP for the 2016-2017 school year by providing the following services for Low Income, English Learners, and Foster Youth: MTSS and RtI interventions including assistive technology and/or other resources for individualized needs, after school tutoring provided by certificated teachers in core areas, and support staff for translation needs and acquiring family resources as needed.	