

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, November 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are six tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', 'Template', and 'Accessibility'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and educational partners. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue

Coming LCAP Year (row 5): Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

Current LCAP Year (row 6): Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.

Not for Inclusion in the Template

•**All other state funds (row 12):** This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.

•**All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

~~Total Budgeted General Fund Expenditures (row 17):~~ This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 22):** This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.

• **Actual Expenditures for High Needs Students in the LCAP (row 23):** This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

• **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.

• **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

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:	2022 – 23
Current School Year:	2021 – 22

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

Projected General Fund Revenue for the 2022 – 23 School Year		Amount
Total LCFF funds	\$	5,525,752
LCFF supplemental & concentration grants	\$	421,414
All other state funds	\$	1,278,835
All local funds	\$	-
All federal funds	\$	425,393
Total Projected Revenue	\$	7,229,980
Total Budgeted Expenditures for the 2022 – 23 School Year		Amount
Total Budgeted General Fund Expenditures	\$	6,824,225
Total Budgeted Expenditures in the LCAP	\$	402,500
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	396,700
Expenditures not in the LCAP	\$	6,421,725
Expenditures for High Needs Students in the 2021 – 22 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	426,900
Actual Expenditures for High Needs Students in LCAP	\$	435,787

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 lease payments, 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 2022 – 23 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2022 – 23. 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>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt, a response is not required.]</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Academy of Science and Cultural Arts

CDS Code: 33-75176-0120204

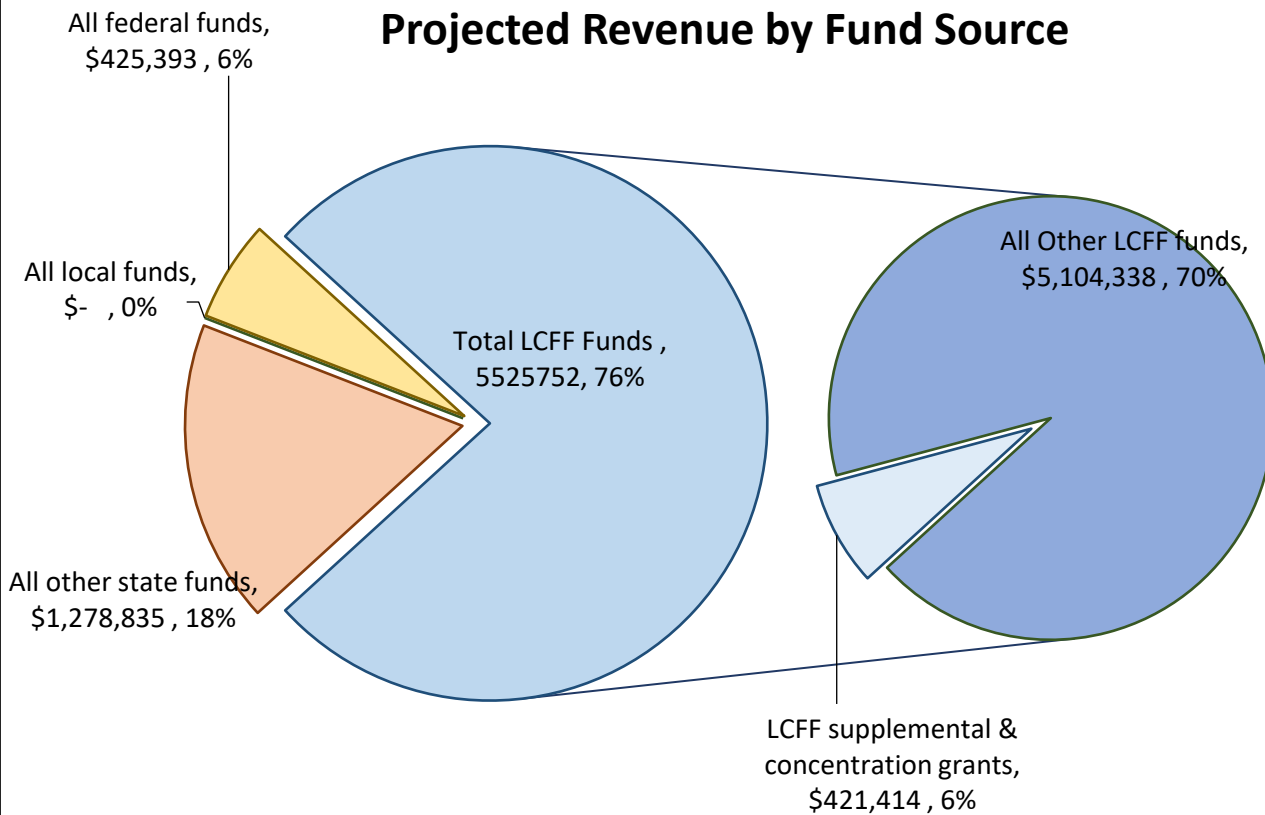
School Year: 2022 – 23

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 2022 – 23 School Year

Projected Revenue by Fund Source

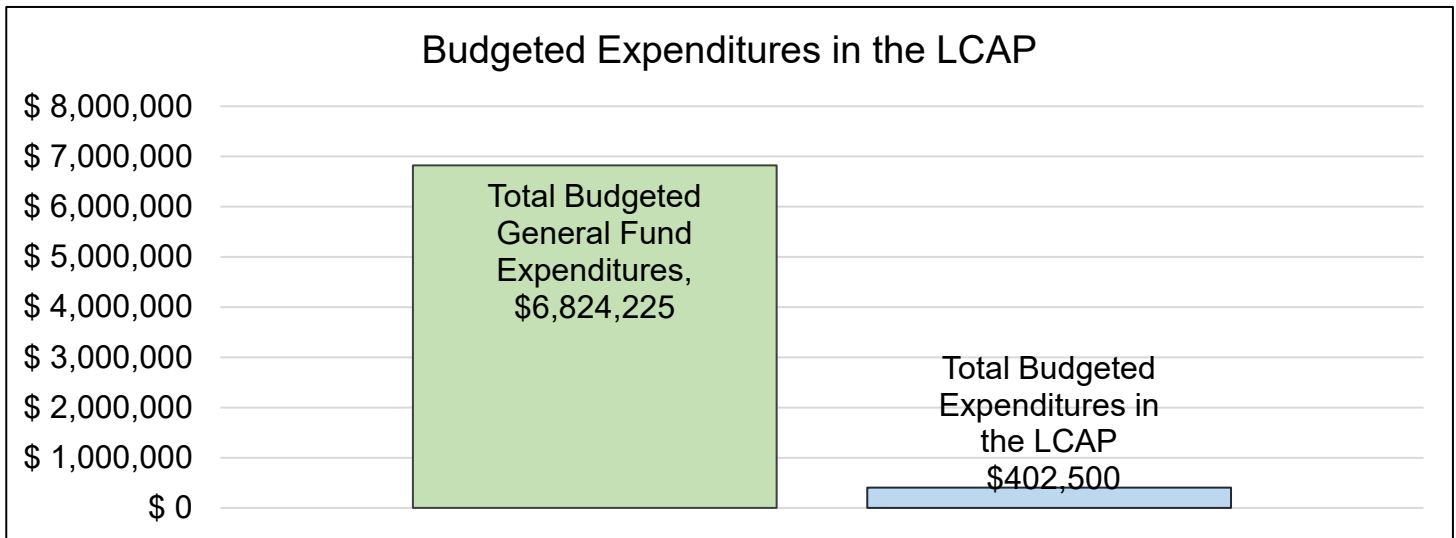


This chart shows the total general purpose revenue Sycamore Academy of Science and Cultural Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sycamore Academy of Science and Cultural Arts is \$7,229,980.00, of which \$5,525,752.00 is Local Control Funding Formula (LCFF), \$1,278,835.00 is other state funds, \$0.00 is local funds, and \$425,393.00 is federal funds. Of the \$5,525,752.00 in LCFF Funds, \$421,414.00 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 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sycamore Academy of Science and Cultural Arts plans to spend \$6,824,225.00 for the 2022 – 23 school year. Of that amount, \$402,500.00 is tied to actions/services in the LCAP and \$6,421,725.00 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 Plan did not include lease payments, utilities, custodial, or classroom, and office supplies nor did it address standard curriculum expenditures.

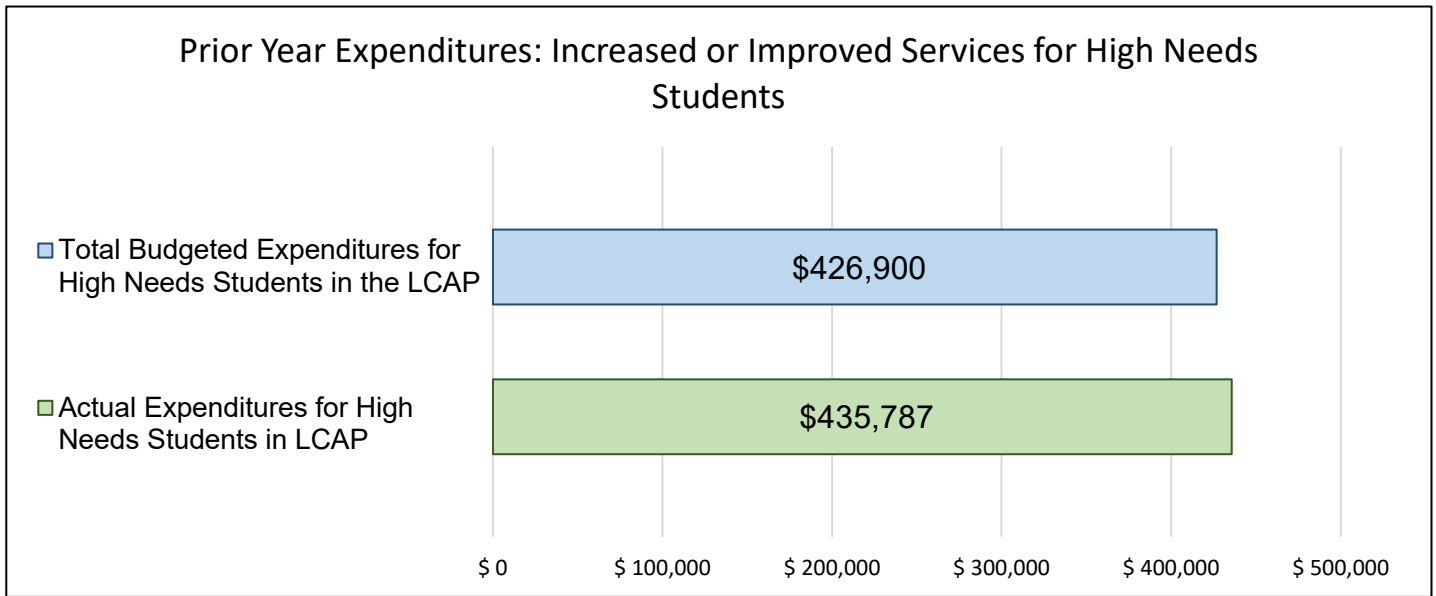
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Sycamore Academy of Science and Cultural Arts is projecting it will receive \$421,414.00 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 \$396,700.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2021 – 22, Sycamore Academy of Science and Cultural Arts's LCAP budgeted \$426,900.00 for planned actions to increase or improve services for high needs students. Sycamore Academy of Science and Cultural Arts actually spent \$435,787.03 for actions to increase or improve services for high needs students in 2021 – 22.

Accessibility Information

This workbook contains 3 dynamic charts located in the 'Template' tab. The chart in cell A7 with the title "Projected Revenue by Fund Source", the full text description is located in cell A9. The chart in cell A11 with the title "Budgeted Expenditures in the LCAP", the full text description is located in cell A13. The chart in cell A16 with the title "Prior Year Expenditures: Increased or Improved Services for High Needs Students", the full text description is located in cell A18.

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 LCAP School Year 2021/22

General Information

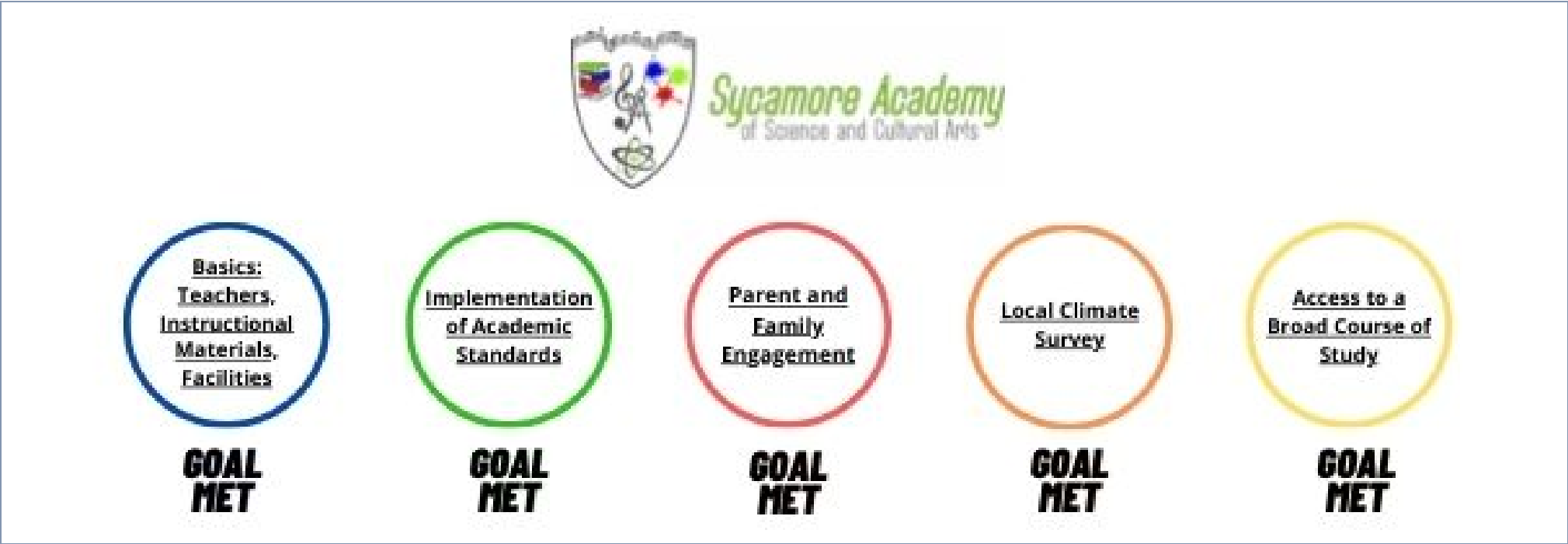
A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, teachers 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 its success and we value our stakeholder engagement. Through these relationships, SASCA is able to provide students with unique opportunities such as studentled services to the community, hands-on projects, guest instructors, and school-business projects that provide real-world learning opportunities to our student

Reflections: Successes

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



Sycamore Academy has had great success during the LCAP reporting year by meeting all five of the goals for the local measures as outlined in the California School Dashboard (Dashboard).

Reflections: Identified Need

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

The local indicator entitled, "Basics: Teachers, Instructional Materials, Facilities"

One of these measures addresses the percentage of appropriately assigned teachers. During the LCAP reporting year there was significant classroom time missed by teachers, primarily due to health concerns caused by COVID-19 protocols related to working and exposure to COVID-19.

The identified need is to have enough qualified substitute teachers to cover for teachers that are forced to be out of the classroom because of COVID-19 protocols.

LCAP Highlights

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

Sycamore Academy will continually analyze data and make 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.

Does Not Apply. 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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners.

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 input from educational partners.

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:
	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.

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	Year 2 Outcome	Year 3 Outcome	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.	The 2021/22 school year saw a slight reduction of students receiving ERMHS, from 5% to 4.75%.	[Insert outcome here]	[Insert outcome here]	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%.	The 2021/22 school year saw fewer suspension - expulsions than anticipated. The percentage of students suspended was less than 1% and no students were expelled.	TBD	TBD	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 March report, the school has achieved a 97% attendance rate, demonstrating a strong desire to attend school. This rate has increased in conjunction with the State's easing Covid restrictions and ending the mask mandate in school.	TBD	TBD	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.	\$60,000	Y
Action 2	Kagan Cooperative Learning Structures	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: Live video conferencing • Live phone calls • Live webinars • Pre Recorded 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	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: • Live video conferencing • Live phone calls • Live webinars • Prerecorded webinars • Prerecorded FAQ video instruction	\$16,000	Y
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 #	Title	Description	Total Funds	Contributing
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.	\$34,000	Y

Goal Analysis for 2021/22

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The specific planned actions, in particular the Leader In Me program, were very effective in helping students develop self awareness, self control and interpersonal skills through a learning environment focused on a growth mindset, self efficacy, social awareness and self management.

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

There were no changes made.

Goal #2 Stakeholder Engagement

Goal # 2	Description
	Increase stakeholder understanding of the educational program and philosophy/culture of the approved charter through engagement.

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 stakeholders and rebuild and/or establish relationships with families and community members.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in the annual parent satisfaction survey	In 2020-21 20% of parents participated in the parent satisfaction survey.	In 2021-22 27% of parents participated in the parent satisfaction survey.	TBD	TBD	60% of parents will participate in the annual parent satisfaction survey.
Participation in the monthly “Coffee with the Principal” meetings	In 2019-20 about less than 10 parents participated regularly in the “Coffee with the Principal” monthly meeting.	The Coffee with the Principal events have been better attended once the State eased Covid restrictions and ended the mask mandate. The event is averaging about 10 parents.	TBD	TBD	An average of 35 parents will participate in the monthly meeting either in person or via videoconference.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Volunteer Opportunities 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.	\$600	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	N
Action 5	Website/ Social Media platforms	The school will utilize the website and social media platforms to communicate events, activities and opportunities for participation with stakeholders.	\$600	N

Goal Analysis for 2021/22

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The specific planned actions, in particular the Leader in Me PIE Nights, which helped stakeholder understanding of the educational program and philosophy/culture of the approved charter through engagement.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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

Goal #	Description
Goal #3	The students in Special Populations will show academic growth and increased school engagement to accelerate learning.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC	The CA Dashboard indicates that only 48.3% of English Language Learners are making progress toward English proficiency	The ELPAC testing for the 2021/22 school year was completed on May 31, 2022 and the results were not available at the time when the LCAP was updated.	TBD	TBD	At least 65% of English Learners will make progress toward English Language proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	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. Training may be delivered in the following formats: Live video conferencing • Live phone calls • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction	\$6,000	Y

Action #	Title	Description	Total Funds	Contributing
Action 2	Learning A-Z training for teachers and Mentors.	Learning A-Z training may be delivered in the following formats: Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction	\$6,500	Y
Action 3	Step Up to Writing training for teachers and Mentors.	Training for Step Up To Writing may be delivered in the following formats: Live, onsite training • Pre Recorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction	\$2,000	Y
Action 4	NWEA MAP Growth training in reading and writing for teachers and Mentors.	Training for the NWEA MAP Growth Assessments may be delivered in the following formats: Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction	\$8,000	Y
Action 5	Words Their Way training for teachers and Mentors.	Training for Words Their Way may be delivered in the following formats: • Live, onsite training • Pre Recorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction	\$4,000	Y
Action 6	Fountas and Pinnell training for teachers and Mentors.	Training for Fountas and Pinnell may be delivered in the following formats: Live, onsite training • Pre Recorded 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
Action 8	JUMP Math training for teachers and Mentors	Training for JUMP Math may be delivered in the following formats: Live, onsite training • Pre Recorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction	\$4,000	Y

Action #	Title	Description	Total Funds	Contributing
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 • Pre Recorded lessons 	\$18,800	Y

Goal Analysis for 2021/22

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The specific planned actions, in particular the math and literacy tutoring given through the Linda Mood Bell program has been particularly effective with the students in certain “special populations”. We believe that strategic actions have accelerated the learning and closed the achievement gap for those students.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

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.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP	The Spring 2021 data indicates that 59% of students are scoring Average to High in Reading.	The Spring 2022 data indicates that 58% of students are scoring Average to High in Reading	TBD	TBD	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.	The Spring 2022 data indicates that 53% of students are scoring Average to High in Reading	TBD	TBD	By Spring of 2024, 70% of students will score Average to High in Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	As per the iReady MyPath, 58% of the students were scoring at or above grade level.	TBD	TBD	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.	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 • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,000	Y
Action 2	Learning A-Z training for teachers and Mentors.	Learning A-Z 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 • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,500	Y

Action #	Title	Description	Total Funds	Contributing
Action 3	Performance Task (W.A.R. – Writing About Reading) training for teachers and Mentors.	Training for the Performance Task may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$800	Y
Action 4	Step Up to Writing training for teachers and Mentors.	Training for Step Up To Writing may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Pre Recorded 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.	Training for the NWEA MAP Growth Assessments may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$8,000	Y
Action 6	Words Their Way training for teachers and Mentors.	Training for Words Their Way may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Pre Recorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action 7	Fountas and Pinnell training for teachers and Mentors.	Training for Fountas and Pinnell may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Pre Recorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y
Action 8	Reading, writing intervention and enrichment training for teachers and Mentors.	Training for reading, writing intervention and enrichment may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Pre Recorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y

Action #	Title	Description	Total Funds	Contributing
Action 9	Writing intervention and enrichment training for teachers and Mentors.	Training for writing intervention and enrichment may be delivered in the following formats: • Live, onsite training • Pre Recorded training videos • Prerecorded FAQ video instruction • Digital FAQ instruction	\$6,000	Y
Action 10	Literacy for teachers and Mentors.	Literacy training may be delivered in the following formats: • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction	\$4,000	Y
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: • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Pre Recorded 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: • 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 • Pre Recorded lessons	\$20,000	Y

Goal Analysis for 2021/22

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The specific planned actions, in particular students utilizing the MyPath on iReady enabled nearly every student to make academic growth and progress toward mastery of the Common Core State Standards.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

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.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP	The Spring 2021 data indicates that 50% of students are scoring Average to High in Math.	The Spring 2022 data indicates that 55% of students are scoring Average to High in Reading	TBD	TBD	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.	As per the iReady MyPath, 53% of the students were scoring at or above grade level.	TBD	TBD	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 • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$4,000	Y

Action #	Title	Description	Total Funds	Contributing
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 • Pre Recorded 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 • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$6,000	Y
Action 4	Math Intervention and Enrichment training for teachers and paraeducators	Training for writing intervention and enrichment may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Pre Recorded 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.	Training for the NWEA MAP Growth Assessments may be delivered in the following formats: <ul style="list-style-type: none"> • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction 	\$8,000	Y
Action 6	Math 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 • Pre Recorded 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

Action #	Title	Description	Total Funds	Contributing
Action 8	iREADY training in literacy for teachers and Mentors.	iREADY training will be delivered in the following formats: • Live, onsite training • Live video conferencing • Live phone calls • Live webinars • Pre Recorded webinars • Prerecorded FAQ video instruction • Digital FAQ instruction	\$6,500	Y

Goal Analysis for 2021/22

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

The specific planned actions, in particular students utilizing the MyPath on iReady enabled nearly every student to make academic growth and progress toward mastery of the Common Core State Standards.

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

There were no substantive differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$421,414	\$63,212.10

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
98.5%	0%	\$0	98%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Does not apply

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	28:1	[Provide ratio here]

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	20:1	[Provide ratio here]