

**Introduction:**

**LEA: Sycamore Academy of Science and Cultural Arts**

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**LCAP Year: 2015**



***Local Control and Accountability Plan and Annual Update***

*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.*

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Beginning in October of 2014, Sycamore faculty and staff analyzed student beginning performance data as compared to the goals outlined in the LCAP and the charter. That information was aligned to the State Goals and a framework for stakeholder discussion was created.</p> <p>School Site Council was engaged at about mid-year. The group maintains 50% parent and 50% staff participation. Parent members are elected with emphasis in ensuring representation of special populations such as ELL, Special Education, etc. Faculty representation is elected with emphasis on diversity in grade level knowledge. SSC reviewed the information provided from faculty and staff and created surveys to garner information in areas specific to the LCAP priorities and goals and in line with the school's mission and vision. The parent, student and staff surveys are administered in the spring each year.</p> <p>The results of these surveys are disaggregated and organized by topic. Patterns and/or trends were identified and discussed. This information is used to determine needs and identify target areas for the next improvement plan.</p> <p>A Public Hearing was held by the governing board of Sycamore Academy for the purpose of allowing an additional means of contributing to the final product.</p>	<ul style="list-style-type: none"> <li>*Faculty and staff discussions identified and prioritized areas of focus related to the education program and the mission and vision of the charter school.</li> <li>*Collaboration amongst other stakeholders focused on the identification and prioritization of the needs related to the school climate, safety, stakeholder participation and additional support or services.</li> <li>*The use of the SSC in developing survey questions is intentional to ensure that we garner information from various stakeholders priorities and perceptions.</li> <li>*The use of survey results allows for a systematic and organized way to consolidate information and analyze effectiveness, perceptions, and greatest needs.</li> <li>*The Public Hearing garnered no feedback from the public.</li> </ul>
<p><b>Annual Update:</b></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 special populations beginning in October and continuing throughout the school year. Additionally, in the design of the annual parent survey, questions were specifically designed to solicit feedback from stakeholders on existing and future goals and targets.</p>	<p><b>Annual Update:</b></p> <p>The information gathered throughout this process was organized to identify deficiencies, common recurring themes and needs. These items were then prioritized and are included in the updates and goals.</p> <p>The top 3 priorities include:</p> <ol style="list-style-type: none"> <li>1. Increase opportunities for parents to learn more about CCSS, SBAC, and charter schools.</li> <li>2. Increase extra-curricular opportunities for students.</li> <li>3. Demonstrate student progress towards mastery of CCSS.</li> </ol>

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

<b>GOAL:</b>	Increase parent understanding of CA education standards, accountability and charter schools.	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5__ 6_X 7__ 8_X Local : Specify Charter specific, parent participation and collaboration		
<b>Identified Need :</b>	Throughout LCAP discussions and supported by data collected, parents expressed a need for more information regarding Common Core State Standards, current state assessments and related accountability, and the difference between traditional public schools and charter schools requirements and operations.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Sycamore Academy of Science and Cultural Arts		
	<b>Applicable Pupil Subgroups:</b>	ALL		
<b>LCAP Year 1: 2015-2016</b>				
<b>Expected Annual Measurable Outcomes:</b>	Parent understanding of Common Core State Standards, CAASPP and charter schools will increase from baseline information provided on the 2015 survey as reported by parents.			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served</b>	<b>Budgeted Expenditures</b>
	Provide information sessions for parents to learn about Common Core State Standards.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$10,000 GP/LC
	Provide information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$10,000 GP/LC
	Provide information sessions for parents and the community regarding the Charter Schools Act.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$10,000 GP/LC
<b>LCAP Year 2: 2016-17</b>				
<b>Expected Annual Measurable Outcomes:</b>	Parent understanding of Common Core State Standards, assessment and charter schools will increase from baseline information provided on the 2016 survey as reported by parents on the annual survey.			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served</b>	<b>Budgeted Expenditures</b>
	Provide information sessions for parents to learn about Common Core State Standards.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$10,000 GP/LC
	Provide information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$10,000 GP/LC
	Provide information sessions for parents and the community regarding the Charter Schools Act.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$20,000 GP/LC
<b>LCAP Year 3: 2017-18</b>				
<b>Expected Annual Measurable Outcomes:</b>	Parent understanding of Common Core State Standards, assessment and charter schools will increase from baseline information provided on the 2017 survey as reported by parents on the annual survey.			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served</b>	<b>Budgeted Expenditures</b>
	Provide information sessions for parents to learn about Common Core State Standards.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$10,000 GP/LC
	Provide information sessions for parents to learn about Smarter Balanced assessments and California Assessment of Student Performance and Progress.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$10,000 GP/LC
	Provide information sessions for parents and the community regarding the Charter Schools Act.	Parents and Community	<u>  </u> X <u>  </u> ALL	Not to exceed \$20,000 GP/LC

GOAL: Increase extra-curricular opportunities for students

Related State and/or Local Priorities:  
 1 X 2    3 X 4    5 X 6 X 7 X 8 X  
 Local : Specify \_\_\_\_\_

Identified Need : Parent and student data collected throughout this year demonstrates the desire for more extra-curricular options for students including clubs and sports.

Goal Applies to: Schools: Sycamore Academy of Science and Cultural Arts  
 Applicable Pupil Subgroups: ALL (grades 6-8)

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	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.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Develop a plan and provide resources for students in grade 6-8 to participate in competitive sports.	Grades 6-8	<u>  </u> X <u>  </u> ALL (grades 6-8)	Not to exceed \$50,000
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.	Grades 1-8	<u>  </u> X <u>  </u> ALL (grades 1-8)	Not to exceed \$50,000

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	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.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Review and edit the athletics plan to increase options and student participation in competitive sports.	Grades 6-8	<u>  </u> X <u>  </u> ALL (grades 6-8)	Not to exceed \$50,000
Review and edit the club plan to increase the number and variety of on-campus clubs before or after school at no charge to the families.	Grades 1-8	<u>  </u> X <u>  </u> ALL (grades 1-8)	Not to exceed \$50,000

**LCAP Year 3: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	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.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Review and edit the athletics plan to increase options and student participation in competitive sports.	Grades 6-8	<u>  </u> X <u>  </u> ALL (grades 6-8)	Not to exceed \$50,000
Review and edit the club plan to increase the number and variety of on-campus clubs before or after school at no charge to the families.	Grades 1-8	<u>  </u> X <u>  </u> ALL (grades 6-8)	Not to exceed \$50,000

<b>GOAL:</b>	Student data will demonstrate progress toward achieving Common Core State Standards	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> Local : Specify <u>Charter goals</u>
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<b>Identified Need:</b>	Absent state data, teachers require progress data in order to meet the needs of all students in progressing toward mastery of Common Core State Standards.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Sycamore Academy of Science and Cultural Arts	
	<b>Applicable Pupil Subgroups:</b>	ALL	

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	All students will demonstrate progress toward mastery of Common Core State Standards as evidenced by local assessment data.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide teachers with time to align the multiple local assessments to four point scoring systems	Teachers	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Hire physical education teacher to provide release time for classroom teacher to have release time for data entry and analysis	ALL	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Utilize EADMS to track student assessment data, generate reports and monitor progress.	Teachers	<u>X</u> ALL	Not to exceed \$75,000 GP/LC
Provide after school tutoring by certificated teachers for students in need of additional academic support.	ALL	<u>X</u> ALL (grades 1 – 8)	Not to exceed \$50,000 GP/LC

**LCAP Year 2: 2016-17**

<b>Expected Annual Measurable Outcomes:</b>	All students will demonstrate progress toward mastery of Common Core State Standards as evidenced by local assessment data.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide teachers time to analyze and adjust, if needed, the multiple local assessments and scoring system used in 15/16.	ALL	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Provide professional development for certificated personnel on CAASPP and related assessment information	Teachers	<u>X</u> ALL	Not to exceed \$75,000 GP/LC
Reflect on and make adjust to the PE program to increase/improve the positive impact on student progress	ALL	<u>X</u> ALL	Not to exceed \$60,000 GP/LC
Utilize EADMS to track student assessment data, generate reports and monitor progress.	Teachers	<u>X</u> ALL	Not to exceed \$75,000 GP/LC
Evaluate the after school tutoring program and make adjustments as needed	ALL	<u>X</u> ALL	Not to exceed \$50,000 GP/LC

**LCAP Year 3: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	All students will demonstrate progress toward mastery of Common Core State Standards as evidenced by local assessment data.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Provide professional release time to continue to develop and increase alignment of local assessments and scoring system with CAASPP model.	ALL	<u>X</u> ALL	Not to exceed \$75,000
Increase professional competency and use of EADMS to track students and identify trends in needs/strengths.	ALL	<u>X</u> ALL	Not to exceed \$50,000

## Annual Update

<b>Original GOAL from prior year LCAP:</b>	1. Ensure that the school is welcoming and inclusive for all students and their families, so that the mission and vision of the charter is apparent throughout the school and a truly student-centered environment is achieved. a. Improve student attendance while decreasing Independent Study.	Related State and/or Local Priorities: 1__ 2X 3__ 4__ 5X 6__ 7__ 8__ Local : Specify <u>Charter Petition</u>	
<b>Goal Applies to:</b>	Schools: <u>Sycamore Academy of Science and Cultural Arts</u> Applicable Pupil Subgroups: <u>All students</u>		
<b>Expected Annual Measurable Outcomes:</b>	Achieve 97.5% ADA with 3.5% or less coming from Independent study resulting in a minimum of 94% site based ADA	<b>Actual Annual Measurable Outcomes:</b>	After 165 days in school, we achieved 97.27% ADA with 1.86% coming from Independent Study resulting in 95.41% site based.
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated_Actual Annual Expenditures</b>
Ongoing communication and education for parents on the importance of school attendance and explanation of the school attendance policy.	Not to exceed \$60,000 GP/LC	<ul style="list-style-type: none"> <li>Contracted system for automatic phone calls for absenteeism.</li> <li>Letters regarding poor attendance sent monthly</li> <li>Pre-SARB meetings with parents</li> <li>Edited Parent-Student Handbook language on attendance policy</li> <li>Additional outreach to students in subgroups to connect to additional resources.</li> </ul>	\$47,000
Scope of service:	ALL	Scope of service:	ALL
<u>X</u> ALL		<u>X</u> ALL	
<b>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</b>	Continued use of automated calling system to notify parents of each absence. Continued monthly review of individual attendance trends. Addition of clerical time devoted to attendance review.		
<b>Original GOAL from prior year LCAP:</b>	1b. Ensure that all stakeholders are aware and adhere to policies and procedures related to safety and school culture.	Related State and/or Local Priorities: 1X 2__ 3__ 4__ 5__ 6X 7__ 8__ Local : Specify <u>Charter Petition</u>	
<b>Goal Applies to:</b>	Schools: <u>Sycamore Academy of Science and Cultural Arts</u> Applicable Pupil Subgroups: <u>All students</u>		
<b>Expected Annual Measurable Outcomes:</b>	According to survey results, 87% of stakeholders will positively rate the school on ensuring student safety and 91% will positively rate the school climate.	<b>Actual Annual Measurable Outcomes:</b>	According to survey results, 87.46% positively rate safety and
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated_Actual Annual Expenditures</b>
Ongoing Parent Information Exchanges	\$25,000	9 P.I.E. nights were held	\$11,000

Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
Publication of school policies on school website	\$10,000		All board approved policies were posted on website	\$9,500	
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• Increase publicity of P.I.E. nights</li> <li>• Develop a plan to assist students in independently resolving conflicts with peers</li> </ul>				
Original GOAL from prior year LCAP:	1c. Parent participation will increase each year.			Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ Local : Specify Charter Petition	
Goal Applies to:	Schools:	Sycamore Academy of Science and Cultural Arts			
	Applicable Pupil Subgroups:	All students			
Expected Annual Measurable Outcomes:	65% of families will have at least one parent volunteer		Actual Annual Measurable Outcomes:	80% of families have at least one parent volunteer with cleared status on file.	
<b>LCAP Year: 2014-15</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide additional means of participation relevant to parent strengths and resources-Implementation of new programs		Not to exceed \$14,000	Initiation of the Parent Action Council		\$13,000
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
Provide training for parents		Not to exceed \$18,000	Additional Information events for CCSS, homework, facilities, additional training for chaperoning school trips and additional tours of the school		\$18,000
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>*Additional marketing of participation opportunities for parents needs to occur.</li> <li>*Align training to parent response on 14/15 parent survey results</li> <li>*Provide child care at trainings</li> <li>*Provide no cost assistance for TB clearance for unduplicated pupils</li> </ul>				

<b>Original GOAL from prior year LCAP:</b>	2. Maintain consistent, relevant communication between school and home to increase student support and promote student academic success.	Related State and/or Local Priorities: 1X 2__ 3__ 4X 5__ 6__ 7__ 8X Local : Specify <u>Charter Mission</u>
	a. Provide parents with relevant information regarding academic expectations and student performance	

Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts
	Applicable Pupil Subgroups: All students

<b>Expected Annual Measurable Outcomes:</b>	65% of students' scores below proficiency will receive teacher comments on how to improve and 55% of parents will receive weekly PS reports.	<b>Actual Annual Measurable Outcomes:</b>	57% of student's scores below proficiency received teacher comments on how to improve, only 39.6% of parents signed up to receive weekly PS reports.
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**LCAP Year: 2014-15**

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Use of PowerSchool to report student grades		Not to exceed \$20,000	PowerSchool was used to report student grades along with printed reports 3 times	\$20,000 GP/LC
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
PowerSchool training for teachers		Not to exceed \$15,000	In house training and support for new teachers on PowerSchool	\$15,000 GP/LC
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>*Establish written requirements for all teachers regarding PowerSchool data entry</li> <li>*Provide mandatory training on grade entry for all teachers</li> <li>*Provide parent information night on how to access the PowerSchool Parent Portal</li> </ul>
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<b>Original GOAL from prior year LCAP:</b>	2b. Provide parents with information relevant to student mastery of CCSS	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ Local : Specify <u>Charter</u>

Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts
	Applicable Pupil Subgroups: All students

<b>Expected Annual Measurable Outcomes:</b>	85% of parents will receive information regarding academic expectations	<b>Actual Annual Measurable Outcomes:</b>	According to survey, 91.52% of parents feel they've received relevant information regarding academic expectations
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**LCAP Year: 2014-15**

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Professional development provided to teachers in order to articulate CCSS expectations to parents.		Not to exceed \$25,000 GP/LC	Eduneering was contracted to train teachers in the range of rigor and format regarding CCSS and CAASPP	\$23,500. GP/LC
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>*Provide more opportunities for parents to learn more about CCSS and CAASPP</li> <li>*Create printed materials regarding CCSS and CAASPP for parent consumption</li> <li>*Edit website to include greater depth of information regarding CCSS and CAASPP</li> </ul>
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<b>Original GOAL from prior year LCAP:</b>	2c. Post school event information at least 10 days in advance		Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6X 7__ 8__ Local : Specify _____	
Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts			
	Applicable Pupil Subgroups: All students			
<b>Expected Annual Measurable Outcomes:</b>	70% of events will be published at least 10 days in advance.	<b>Actual Annual Measurable Outcomes:</b>	88.7% of parents report that they receive information in a timely manner according to the parent survey	
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Post all school events at least 10 days in advance		Not to exceed \$10,000 GP/LC	By the first half of the year, we had only noticed about 50% of events with 10 or more days of notice so we employed School Messenger to compensate.	\$8,000 GP/LC
Scope of service:	ALL		Scope of service:	ALL
X ALL			X ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		*Monthly meeting with Leadership Team – review calendar and prepare to post appropriately. *Continue the use of School Messenger *Employ the text message service of School Messenger		
<b>Original GOAL from prior year LCAP:</b>	3. Provide high quality instruction of the Common Core State Standards in a student-centered, problem-based, experiential and collaborative environment. a. Provide standards based instruction in literacy aligned to SBAC range of rigor and format. b. Provide standards based instruction in literacy aligned to SBAC range of rigor and format. c. Provide problem based, integrated units of study that promote college and career readiness		Related State and/or Local Priorities: 1__ 2X 3__ 4X 5__ 6__ 7X 8__ Local : Specify <u>Charter goal</u>	
Goal Applies to:	Schools: Sycamore Academy of Science and Cultural Arts			
	Applicable Pupil Subgroups: All students			
<b>Expected Annual Measurable Outcomes:</b>	Establish baseline student performance in ELA and Math as measured by CAASPP	<b>Actual Annual Measurable Outcomes:</b>	Established estimated baseline student performance in ELA & Math as measured by local assessments aligned to CAASP	
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Establish baseline performance data as measured by CAASPP		\$45,000 GP/LC	Utilized multiple local metrics as a means for measuring student performance due to the delay in release of SBAC practice tests	\$52,000 GP/LC

Scope of service:			Scope of service:	
<u>X</u> ALL			<u>X</u> ALL	
Develop measurement tool and establish baseline for measurement of skills and dispositions	\$10,000 GP/LC		Developed some rubrics with baseline information for some skills and dispositions aligned to career and college readiness skills.	\$8,700 GP/LC
Scope of service:			Scope of service:	
<u>X</u> ALL			<u>X</u> ALL	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue to develop Performance Tasks that align to current information regarding the range of rigor and format of CAASPP. Utilize CAASPP assessment tools when available.			

**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.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>129,558</u>
Sycamore Academy utilized funding to support academic progress, student engagement and additional support services and resources directly to the students and their families. The support staff that worked directly with identified students, received additional training and support that was specifically focused on needs of these pupils.	

- 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.

3.84	%
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Based on California's Fiscal Crisis & Management (FCMAT) LCFF calculator, Sycamore Academy's services for unduplicated pupils are estimated to increase by 3.84%, the Minimum Proportionality Percentage (MPP) for the 2015-2016 school year. Sycamore Academy will meet its MPP for the 2015-2016 school year by providing the following services for Low Income, English Learners, and foster youth: RtI Interventions including assistive technology and/or other resources for individualized needs, after school tutoring provided by certificated teachers, and support staff for translation needs and acquiring family resources as needed.