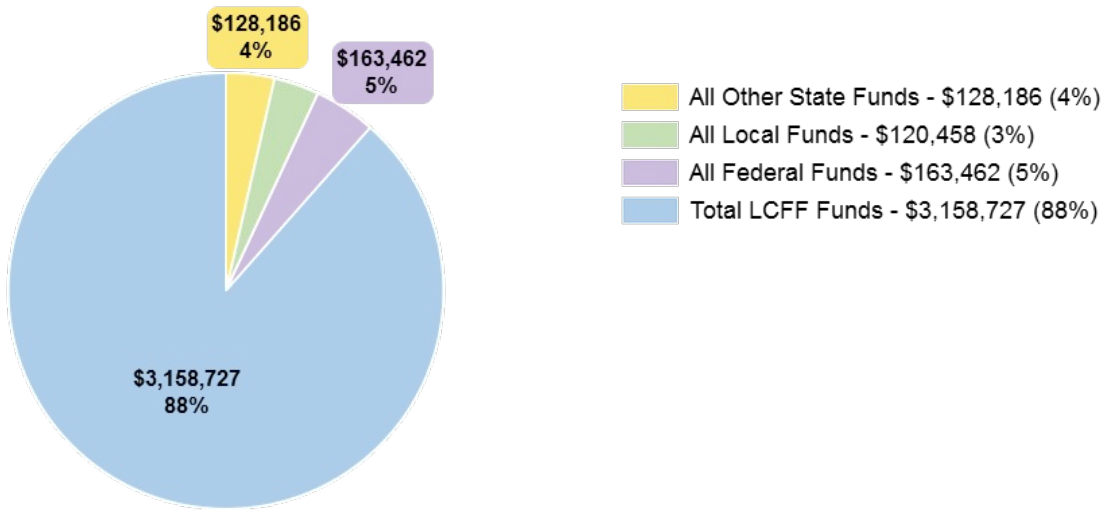


LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

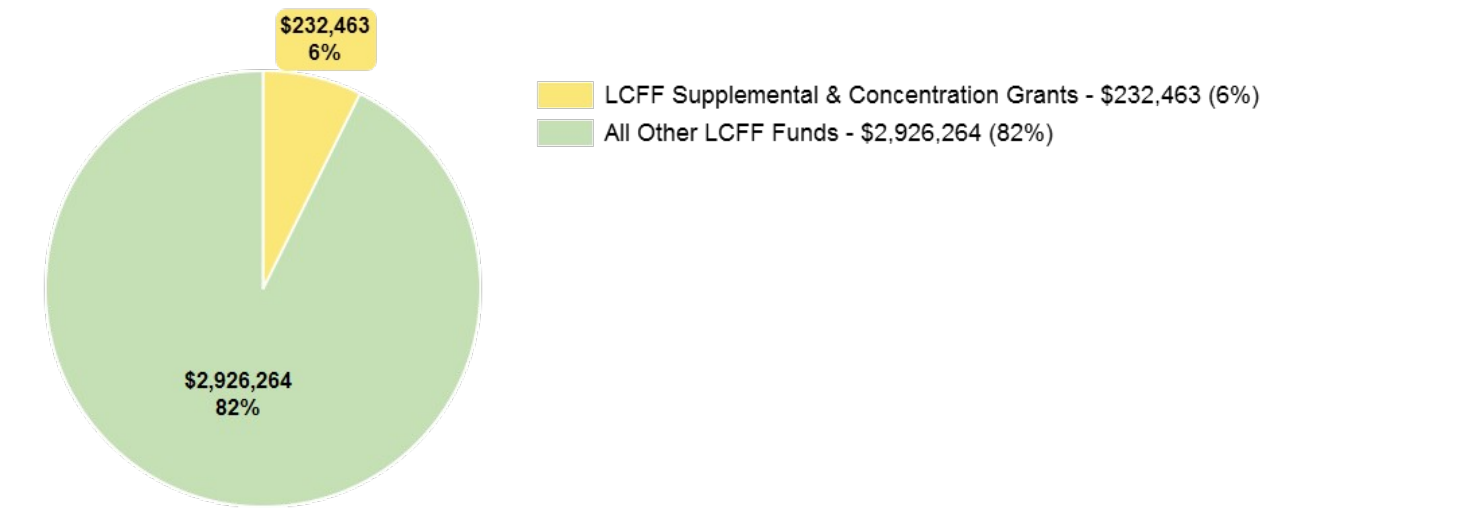
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$128,186	4%
All Local Funds	\$120,458	3%
All Federal Funds	\$163,462	5%
Total LCFF Funds	\$3,158,727	88%

Breakdown of Total LCFF Funds



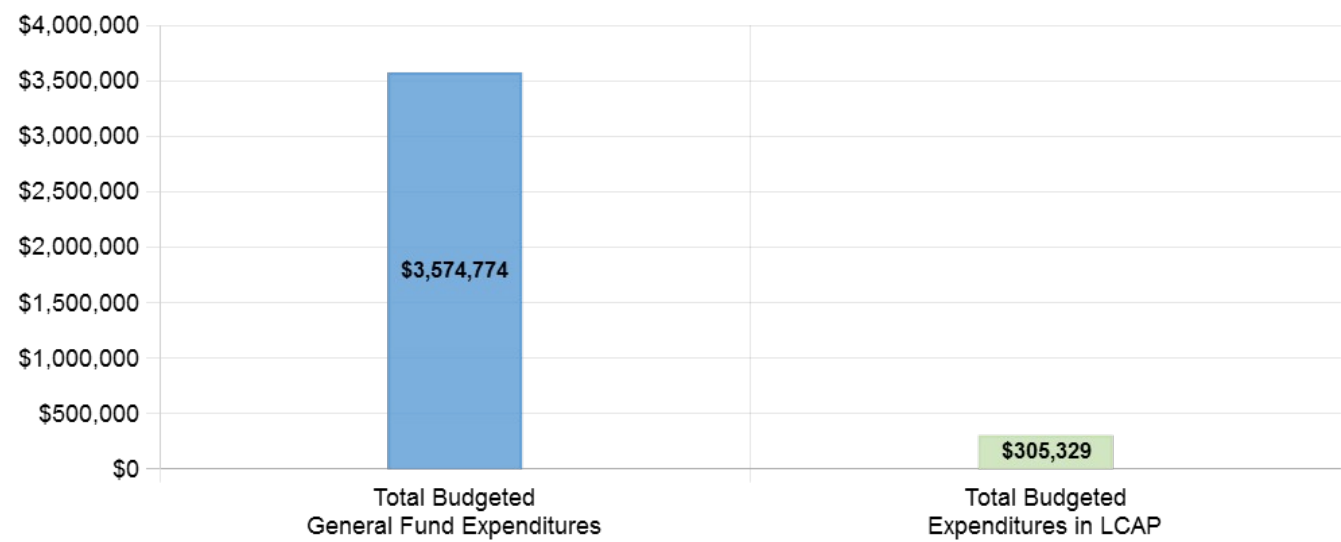
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$232,463	6%
All Other LCFF Funds	\$2,926,264	82%

These charts show the total general purpose revenue Sycamore Valley Academy expects to receive in the coming year from all sources.

The total revenue projected for Sycamore Valley Academy is \$3,570,833, of which \$3,158,727 is Local Control Funding Formula (LCFF), \$128,186 is other state funds, \$120,458 is local funds, and \$163,462 is federal funds. Of the \$3,158,727 in LCFF Funds, \$232,463 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$3,574,774
Total Budgeted Expenditures in LCAP	\$305,329

This chart provides a quick summary of how much Sycamore Valley Academy plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sycamore Valley Academy plans to spend \$3,574,774 for the 2019-20 school year. Of that amount, \$305,329 is tied to actions/services in the LCAP and \$3,269,445 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

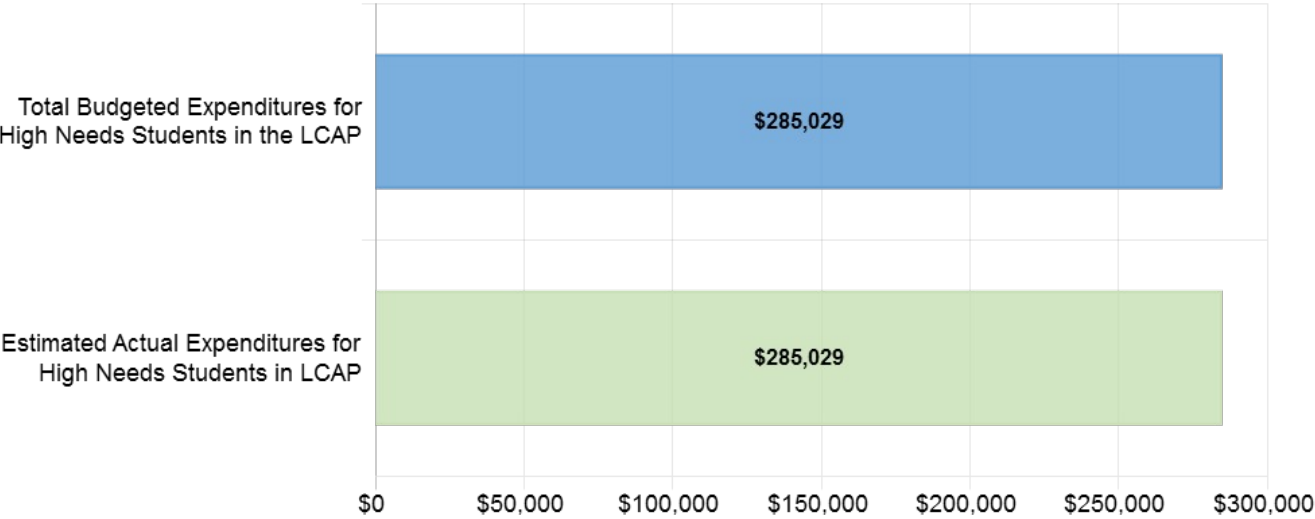
This LCAP describes the training staff receive to implement gifted education for all students and project based learning, but does not describe the day to day expenditures in the classroom or the field trips that make universal gifted education and PBL great. In addition the General Fund Budget Expenditures for 2019/20 includes more certificated and classified salaries, employee benefits, services and operating expenditures, and capital outlay.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Sycamore Valley Academy is projecting it will receive \$232,463 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Valley Academy must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Sycamore Valley Academy plans to spend \$288,934 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$285,029
Estimated Actual Expenditures for High Needs Students in LCAP	\$285,029

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

In 2018-19, Sycamore Valley Academy's LCAP budgeted \$285,029 for planned actions to increase or improve services for high needs students. Sycamore Valley Academy estimates that it will actually spend \$285,029 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

- LCAP Year: 2019-20
- Addendum: General Instructions & regulatory requirements.
- Appendix A: Priorities 5 and 6 Rate Calculations
- Appendix B: Guiding Questions: Use as prompts (not limits)
- LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sycamore Valley Academy	Allan Benton	abenton@syacmorecalleyacademy.o
	Principal	5596223236

2017-20 Plan Summary

The Story

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

Sycamore Valley Academy believes that providing an enriched curricular and instructional experience for children causes academic learning to accelerate. We believe our instructional design is developmentally appropriate, complimenting children's natural propensity to learn, and removing ill-fitting and arbitrary structures that are all too common in schools, but that actually encumber and inhibit student growth, such as providing a narrow curriculum of only English and math, or a refusal to differentiate. Our schools' motto, "Accelerating Academics in an Enriching Environment," reflects a recognition of our staff's responsibility to provide an enriching environment so that academics can accelerate.

LCAP Highlights

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

- Goal 1: Instructional staff will demonstrate excellence in curriculum and instruction and contribute their talents to improve student outcomes.
- Goal 2: Teachers and administrators report position sustainability (work/life balance; able to consistently provide best effort) and satisfaction (motivated and supported to continuously improve).
- Goal 3: A rich, meaningful, and nurturing environment will be provided where students are continually challenged to be their best.
- Goal 4: Parent engagement will be encouraged regularly throughout the year.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

A need that we focused on in last year's LCAP was wanting to bring down the proportion of suspensions for students with disabilities. We were able to reduce that by 4.5% from the previous year. This was largely due to the fact that we increased school psychologist time and added aide support specifically for students with special needs.

SVA is also proud to have maintained an above standard score for the all students category in ELA Academic Performance. We were 6.6 points above standard and 12.6 points above the state average. Our English Learners increased by 3.8 points in ELA and our Two or More Races subgroup increased by 5.2 points. We continue to work hard with all students and try to challenge them and meet them at the level where they come to us. The adoption of a consistent ELA curriculum across grade levels has contributed to consistency in this area.

We also saw decreases in chronic absenteeism in our Hispanic and Socioeconomically Disadvantaged subgroups,

as well as Students with Disabilities. The Hispanic subgroup dropped by 2.6%, putting it in the green. The Socioeconomically Disadvantaged subgroup declined by a very significant 4.7%, which we felt was a big win. Students with Disabilities declined by 11.1%. We have maintained the offering of busing to locations all over our city, at great cost from our budget, to provide access to our school for people from all over our community. This combined with consistent practices for Independent Study when students are out has helped us to increase consistent attendance for our most needy students. We believe that increased consistency in attendance will lead to improved academic outcomes for these students over time.

The decreases in absenteeism for Students with Disabilities was supported by increased School Psychologist time and increased Instructional Aide support for these students, as outlined in last year's LCAP. Between decreases in absences and decreases in suspensions, we have had tremendous improvement in outcomes for Students with Disabilities over the course of this year.

We also see from the dashboard that our English Learners are reaching Level 4 at a rate far greater than the state average. SVA has 53.4% at Level 4 of the English Language Proficiency Assessment, while the state average is 30.6%. SVA has 4.8% of it's English Learners at Level 1, while the state average is 14.6%.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

On this year's dashboard, SVA has 2 categories that are in the "Orange." These are Suspension Rates and Mathematics Performance.

Our overall suspensions increased by 0.3%, which on our campus equates to a 1 student increase from the prior year. The 3 subgroups most negatively affected were Hispanic, English Learner and Socioeconomically Disadvantaged. The Hispanic subgroup increased by 1.2% (2 students), and the Socioeconomically Disadvantaged subgroup increased by 0.3% (1 student) and the English Learner subgroup increased by 4% (1 student). While we do not want to see disproportionate increases in any group, we also want to note that even one student difference in a school population of our small size can dramatically affect outcomes on the dashboard. We would also point out that we have an overall suspension rate of 1.5%, which is 2 points below the state average of 3.5%

SVA intends to continue its policies of using restorative practices to engage in as many situations as possible to seek resolutions that are satisfactory and meaningful for both victim and offender and support the dignity of all in the process. We will continue to train staff in restorative practices and mediation in an effort to minimize the the need for suspension as the result of negative behavior.

SVA will also purchase an SEL curriculum and train staff in it this year in an effort to support students social-emotional growth and health in an effort to prevent negative behaviors from occurring and to give students the tools needed to deal with conflicts when they arise.

Our next major area of need is mathematics. Our mathematics performance for the All Students category declined by 10.5 points, a significant decrease. It is worth noting, however, that with this 10.5 point decrease, we are still approximately 5 points higher than the state average for All Students.

All of our significant subgroups showed a decline in math apart from Two or More Races (increased by 14.6 points). All other subgroups declined; White-4.1 points, Hispanic-19.5 points, Socioeconomically Disadvantaged-25 points, English Learners-39.1 points, Students with Disabilities-71.9 points.

This data was a shock to us, especially having had a focus on mathematics over the past couple years with professional development and our participation in the Central Valley Network Improvement Community, and we are continuing to analyze where we are seeing the greatest needs. In order to try to positively affect these scores we will first take a team look at our current data and find the areas where we are most struggling in the standards, and the students who are struggling the most across the board. Then we will look at our structures for intervention and

possible increases to availability of intervention services. We are also looking at our curriculum for mathematics and seeking to bring more consistency across grade levels in terms of the math practices used. We will also look at our grouping practices to see if we can make improvements there. Also, common benchmark assessments will be utilized consistently within grade levels so that we can better track progress, growth and needs. In grades 5 and 6 where we see the lowest scores, and biggest declines in math overall, we are adding more math-specific time to the school day to support identified needs and fill holes identified through assessment.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There are no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools with this LEA were identified for CSI.

Support for Identified Schools

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

No schools identified.

Monitoring and Evaluating Effectiveness

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

No schools identified

Annual Update

LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Instructional staff will demonstrate excellence in curriculum and instruction and contribute their talents to improve student outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities: Teachers, parents, students, and Board members have all contributed input and perspectives that have informed this goal and its expected outcomes. There is a desire to continually improve the quality of what we offer while maintaining a collaborative, noncompetitive culture. While we resist a single measure to define school quality, like external state tests, we are also glad to respond to what measurements tell us. Through our continual reflection on multiple and varied sources of data via our Whole School Report Card, the CAASPP, and the ongoing formative assessment in classrooms, we are compelled to pursue excellence and look for ways to improve student outcomes.

Annual Measurable Outcomes

Expected

Maintain level at 100%

Actual

Teacher support to meet Common Core Standards while teaching varied subjects through Project Based Learning was maintained at 100%

Expected

100%

SVA will maintain its "Green" student performance level in Math, but will increase it's status from "Medium" to "High." SVA will improve it's "Yellow" student performance level in ELA, and will increase it's status from "Medium" to "High."

Students with Disabilities, Hispanic students and Socioeconomically Disadvantaged subgroups were all "Yellow" and/or "Low" for Math, however they all "increased" or "increased significantly" in their scores. It is our goal to raise those student levels to a "medium" level in this school year.

The same subgroups were "orange" and "low" for ELA with the Student's With Disabilities "Increasing Significantly" while Socioeconomically Disadvantaged and Hispanic groups "decreased." It is also our goal to get these subgroup scores to a "medium" level in this school year.

SVA established a Learning Center on campus, has staffed the center and it has been in use this year.

SVA will continue to refine the services offered through the learning center and schedule the space and staff time to best support the needs of all students.

Actual

100% of classroom teachers use assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as reading level assessments, NWEA MAP and CAASPP to differentiate instruction.

SVA dropped to an "Orange" student performance level in Math, with a decrease in status from Medium to Low.

Hispanic and Socioeconomically Disadvantaged students dropped to "Orange" student performance in math, and maintained Low status.

SVA maintained a "Yellow" student performance level in ELA, and maintained status at Medium.

Hispanic and Socioeconomically Disadvantaged subgroups maintained "Orange" performance level and Low status.

SVA continued to refine services offered through the Learning Center with a focus on mental health needs, decreasing absences and decreasing suspensions as well as increased access to curriculum through scaffolds and interventions.

Expected

100%
99%

Actual

100% of core academic teachers are fully credentialed.
We believe at least 99% of students were able to access curriculum at their level this year.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Same action with adjusted budget.

Actual Actions/Services

Provided for instructional coach in ongoing budgeting to support teachers to improve instruction in order to improve student outcomes.

Budgeted Expenditures

\$44,725 (50% instructional coach salary)

Estimated Actual Expenditures

\$44,725 (50% instructional coach salary)

Action 2

Planned Actions/Services

--

Actual Actions/Services

--

Budgeted Expenditures

--

Estimated Actual Expenditures

--

Materials are now in place and there is no further need to budget specifically for this item.

Materials and resources continue to be in place for teachers, related to Common Core State Standards. These resources are housed in The Academies Charter Management Organization (TACMO) Resource Bank, which is digitally connected to staff email accounts (in Google Drive).

\$0

\$0

Action 3

Planned Actions/Services

A professional development calendar will be developed to provide time for data analysis.

Actual Actions/Services

A professional development calendar was developed and several days were devoted specifically to data analysis, including bringing in an analysis coach from NWEA to help us look at MAP assessment data.

Budgeted Expenditures

\$1521

Estimated Actual Expenditures

\$2500

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Adjusted budget.

Provided specific math intervention teacher this year.

\$10,933 (portion of Math Intervention Salary)

\$10, 933

Action 5**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Adjusted budget.

Adjusted budget

\$22,125 (50% ELA Intervention Cost)

\$22,125

Action 6**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

All incoming staff will be trained in gifted education by the California Association of the Gifted.

All incoming staff were trained in gifted education by California Association of the Gifted.

\$1,150

\$4, 397

Action 7**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

All incoming staff will be trained in Project Based Learning.

All incoming teaching staff were trained in Project Based Learning.

\$1,900

\$450

Action 8

Planned Actions/Services

Use the Learning Center to help all students who could benefit, not only those on IEP's.

Actual Actions/Services

Learning Center was able to be used for students on IEPs, as well as students receiving intervention services and sometimes for students who needed breaks or support who were not on IEPs.

Budgeted Expenditures

0

Estimated Actual Expenditures

0

Action 9**Planned Actions/Services**

Additional services added with School Psychologist to support teachers with classroom behavior struggles, implementation of behavior and academic intervention plans for students, as well as availability of Psychologist for staff and student needs and referral services.

Actual Actions/Services

Additional time was added with School Psychologist to support teachers with behavior, implementing academic and behavior plans for students. Added time did help, but we did not see as much increase in availability of the school psych for direct student and staff mental health support and referral services as we would have liked due to continually increasing assessment needs.

Budgeted Expenditures

\$28,960

Estimated Actual Expenditures

\$28,960

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implementation of the actions and services described in Goal 1 have occurred over the full course of the year, beginning with creating the professional development calendar for the year, summer trainings for new teachers including California Association of the Gifted and Project Based Learning, and pre-service professional development. Throughout the year, our coach and several teachers have also participated in the Central Valley Network Improvement Community with a focus on math improvement. We participated in professional development specific to data analysis in the fall and revisited in the winter.

Throughout the year, schedules were adjusted and work was done with the Learning Center to maximize its use and include as many students as possible, even those not on IEPs. We were able to add access to the Learning Center for at least 30 non-IEP students for intervention and support (8% increase).

At the start of the year we added a part-time math intervention teacher for the year and our coach spent some time with math intervention as well. We also added a day and a half per week of time with the School Psychologist.

Teachers continued to contribute their talents throughout the year by adding enrichment activities, new clubs after school, different elective offerings, as well as participation in strategic planning, community events and multiple grant-funded learning groups that extended beyond just our staff.

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

While we maintained our status in ELA, we see that we were quite ineffective in our Math scores, decreasing by 10.5 points for "all students" while seeing even bigger decreases in some of our subgroups. We were surprised by this data, given the professional development focus on math over a couple years. However, there is some context to why all of our scores may have been more negatively affected than they likely would have been. Right at the point of last year when we were beginning to assess students on the CAASPP, we had a major campus trauma which resulted in a staff member being arrested and charged. Several parents choose to opt out their student from the testing due to the stress surrounding this traumatic event. We believe that the scores of many others were likely affected by this tragedy as well.

We feel that it will impossible to truly judge our effectiveness on these actions and services until we are able to see our scores from this current testing

administration, and see if we have regained our previous direction and momentum since the trauma occurred.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent about \$3,247 more on training from the California Association for the Gifted than anticipated due to more teachers being able to go. We spent about \$1450 less on Project Based Learning Training than anticipated because not as many were able to go. This amounts to about a difference of \$1,797 more spent in on this goal than planned.

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

No changes are being made to this goal as we do not feel this year's data is an accurate reflection of the actions and services implemented, and we clearly saw growth in prior years based on our actions. We will keep this goal for the remaining year of this 2017-20 LCAP and consider any adjustments after analyzing our results from the 2018-19 CAASPP and other local measures.

Goal 2

Teachers and administrators report position sustainability (work/life balance; able to consistently provide best effort) and satisfaction (motivated and supported to continuously improve).

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities:

Annual Measurable Outcomes

Expected

85%

Maintain succession plan that has been created.

Actual

We believe we are at about 85% complete with this outcome. 6 of the 8 positions for which an annual calendar of support was desired have been created and implemented. We have also continued to implement a work/life checklist at the start of each year and we were able to complete the planned check-in 2 of the desired 3 times this year.

The succession plan was maintained and implemented this year as we sought a new superintendent. This year, we will review the succession plan looking for ways to improve upon the structures and processes already created.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop annual calendars for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent) to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar.	Developed annual calendars for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent) to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar.	\$663 \$2736 \$982 \$188	\$663 \$2736 \$982 \$188

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate check-ins within performance evaluation conferences to ensure employees feel leadership cares about this issue. Encourage staff to be proactive about wellness, help them see the connection of their work to the mission/vision, and encourage them to stick to their work/life balance goals.

Developed and implemented a work/life balance checklist for inclusion in pre-service training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate check-ins within performance evaluation conferences to ensure employees feel leadership cares about this issue. Encourage staff to be proactive about wellness, help them see the connection of their work to the mission/vision, and encourage them to stick to their work/life balance goals.

\$1455

\$1455

Action 3

Planned Actions/Services

Develop a leadership succession plan.

Actual Actions/Services

Developed and implemented leadership succession plan.

Budgeted Expenditures

\$1220

Estimated Actual Expenditures

\$1220

Action 4

Planned Actions/Services

Additional services added with School Psychologist to support teachers with classroom behavior struggles, implementation of behavior and academic intervention plans for students, as well as availability of Psychologist for staff needs and referral services.

Actual Actions/Services

Additional services added with School Psychologist to support teachers with classroom behavior struggles, implementation of behavior and academic intervention plans for students, as well as availability of Psychologist for staff needs and referral services.

Budgeted Expenditures

\$28, 960 (1/3 portion of School Psychologist)

Estimated Actual Expenditures

\$28, 960 (1/3 portion of School Psychologist).

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

At the start of the academic year, we continued from our previous work with calendars by refining those for the positions that we had already created, and began work on calendars for the rest of the positions outlined in our LCAP. We now have support calendars for Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal and Superintendent. These roles were able to utilize these calendars throughout the year to help prepare ahead and manage time more effectively to meet the varied needs during different months of the academic year.

SVA has implemented our work/life balance checklist during pre-service, as described in our LCAP, for the last 3 years with all staff. We have continued to provide suggestions for work/life balance and resources available through our benefits package. Leadership followed up throughout the year and during summative evaluation conferences to check in about each staff person’s feelings regarding their ability to access what they needed to achieve some level of balance between work and home.

Our superintendent and board worked throughout this year to complete the leadership succession plan. About mid-year, we found out that our current superintendent would be leaving the position. That pushed the work on this matter to get done quickly. During the second half of the year, we began to implement the leadership succession plan, which included developing a strategic plan for our new superintendent to lead from next year.

Sycamore Valley Academy did increase School Psychologist time as outlined in our LCAP for the entire 18-19 school year.

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

The roles of Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal and Superintendent were able to utilize these calendars throughout the year to help prepare ahead and manage time more effectively to meet the varied needs during different months of the academic year.

From responses in evaluations of teaching staff, office staff, specialist teachers and intervention staff, we found that over 90% of these staff felt that they had maintained work/life balance efforts throughout the year and felt supported by leadership to do so.

This year provided us with the opportunity to utilize the leadership succession plan that we had been working to create. In learning that our superintendent was leaving, she began to work with the board to follow the succession plan to seek out potential candidates, interview and vet these candidates, and then eventually choose the person to take over the position. The superintendent and board were able to attract a qualified and capable talent pool from which to select the new leader. We were able to select a highly qualified applicant to take over as superintendent. The succession plan, which includes a new strategic plan, continues to be implemented through the end of the academic calendar for 18-19 and into 19-20 as the currently leader helps to onboard the new leader. The succession plan has been very successful and has produced the result that was intended; the ability to attract and hire capable leadership, and a smooth transition between leaders.

Additional time with our School Psychologist did increase support for teachers with behavior struggles, implementation of intervention plans, and was extremely supportive during student crisis needs, however, due to continuing high levels of assessment need, we did not get to implement some of the added supports for staff that we intended. Also, the psychologist did not have enough available time to implement very many small group sessions for students to support positive social/behavioral interaction. These additional services remain important to us and we will continue to look for ways to provide more preventative supports each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted and estimated and actual expenditures.

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

No changes are being made at this time.

Goal 3

A rich, meaningful, and nurturing environment will be provided where all students have access to curriculum and are continually challenged to be their best.

State and/or Local Priorities addressed by this goal:

State Priorities: 8

Local Priorities:

Annual Measurable Outcomes

Expected

Classroom attendance awards will be given in ten months of the school year, and individual awards will be given at the end of each trimester.

Actual

Classroom attendance awards are given during 10 months of the year and individual awards are given at the end of each trimester. Classroom attendance incentives are also given each trimester for the top three classes.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Monthly classroom awards will be given to the class with the top attendance rate.

Monthly classroom awards were given to class with top attendance rate.

485

200

Action 2**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Individual attendance awards will be given every trimester.

Individual attendance awards were given every trimester.

485

100

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Incentives for teachers with the classroom with the highest attendance rate.

Incentives were provided for teachers with the highest attendance rates during trimesters 1 and 2. \$150 to first place, \$100 to second and \$50 to third, which was applied to the teacher's classroom budget for additional materials and supplies.

485

600

Action 4

Planned Actions/Services

Budget adjustment.

Actual Actions/Services

Transportation was provided with 2 buses as indicated.

Budgeted Expenditures

\$90,500

Estimated Actual Expenditures

\$90, 500

Action 5**Planned Actions/Services**

Additional services added with School Psychologist to support screening, identification and assessment of students with classroom behavior struggles or academic needs, implementation of behavior and academic intervention plans for students. This will be especially helpful in identifying needs that may be hidden by socioeconomic disadvantage or race/ethnicity.

Actual Actions/Services

Additional service time was added with School Psychologist to support screening, identification and assessment of students with classroom behavior struggles or academic needs, implementation of behavior and academic intervention plans for students.

Budgeted Expenditures

\$28,960

Estimated Actual Expenditures

\$28, 960

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Monthly classroom awards continue to be given for those with perfect or high attendance. This goes on throughout the year and varies by classroom. A portion of teacher's classroom budget is allotted for this purpose. At the end of the first and second trimester, the classrooms with the top three attendance rates get extra money in their class budgets to do something special that they decide upon for their class. At the very end of the year, students with perfect attendance are honored at an assembly and get a certificate.

Transportation continues to be provided by 2 busses to locations all over the city throughout the whole school year.

Additional time for services was added with the School Psychologist. We increased our time as outlined in the previous LCAP, going from 1 day every two weeks to 2 days a week.

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

Aside from one very low attendance month in December due to many waves of illness with staff and students, we maintained a daily average attendance above 95%. SVA has yet to find any research/evidence based system that can produce reliable results in increasing attendance, however, we feel that attendance is of utmost importance and will continue to try to encourage and incentivize attendance through the means outlined here, as well as by having a highly engaging, hands-on, student centered curriculum and a safe environment that encourages students to want to be at school. We continue to provide transportation to multiple locations across our city which increases access to students from lower socio-economic areas to come to our school. This continues to be a worthwhile, albeit very large, expenditure for our school because it supports our goal of serving the same demographically diverse students as our local school district. Bussing has allowed us to do that, with our demographics matching nearly exactly to those of the zip code within which our school resides.

The addition of more School Psych time for services was impactful in several ways, though we still see that we would like to get more from this position in the future. One way that was effective was that our suspensions for Students with Disabilities decreased by 4.5 %. This was directly related to increased services for those students and implementation of behavior intervention plans. We were able to create more plans and supports for more

students. We also saw another wave of assessment needs with our new incoming students, especially those in upper grades that were not previously identified, but we ended up needing to assess. This kept us from implementing the full extent of services that we had initially hoped for with this increase in time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

In the coming LCAP year, 2019-20, a goal will be added for SVA to purchase a Social-Emotional Learning curriculum and training to implement campus-wide during the course of the 2019-20 year .

Goal 4

Parent engagement will be encouraged regularly throughout the year.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

Maintain 100% representation at PTO meetings and hold at least 2 English Learner Advisory Committee meetings during the school year.

75% of teachers will have parental participation in classroom.

Actual

Administrative representation at PTO meetings was maintained at 100%. This year, our number of EL students did not meet the minimum number (21) to be required to hold an English Language Advisory Committee.

100% of teachers had parental participation in the classroom.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.	All teachers continue to provide newsletters at least once weekly, as well as additional information through email and Remind app.	\$22,316 (portion of teacher salaries)	\$22, 316 (portion of teacher salaries)

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

SVA encourages parent volunteerism each year by requesting (not requiring) 30 hours of time for parents to participate in campus life from each family each year. This time can include coming to support the classroom directly, helping with projects or planning from home, providing needed supplies, attending class performances and Project Based Learning presentations, coming to Back-to-School Night, Open House and conferences. We have continued to maintain 100% admin attendance at PTO meetings and the administration works closely with PTO to engage families in support of the school.

All teachers communicate via class newsletter at least once per week. Teachers also utilize an application to communicate reminders to families in between the newsletters. The Academies Charter Management Organization (our non-profit, home office) also produces a weekly newsletter and goes out to all families at our school with information regarding upcoming events, initiatives on our campus and ways to be involved.

We have also implemented parent surveys to assess parents feelings of being welcomed and involved at the level they would like to be.

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

Our overall efforts in this area continue to be very effective. We have an extremely high rate of parent volunteerism, we get nearly 100% attendance at Back-to-School Night and conferences, and after improving these this year, we are seeing more parent responses to LCAP and satisfaction surveys than in the past. Last year we had 8 respondents, this year 55.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our most recent stakeholder survey indicated a desire of more after school options for students, including more sports and clubs. As a way to satisfy this desire from our families, while also encouraging increased parent involvement, we are going to create a goal of having a schedule of after school offerings and work with parents to volunteer to run a club or coach a sport.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Sycamore Valley Academy (SVA) understands the intent of the Local Control Accountability Plan (LCAP) stakeholder engagement process is to draw upon the insight of multiple perspectives on the school to effectively identify areas to improve. This practice of engaging stakeholders and soliciting their input is a regular and ingrained part of our school culture.

Our school is one where stakeholders feel free to share input and help shape our program because we are an autonomous charter school. Due to the structure of an autonomous charter school, the members of our school community can access/speak directly to decision-makers; there are no buffering layers between a parent and the school leadership. In addition, there is an added interest in listening to stakeholders that is built into the structure of being a school of choice. Since our continued enrollment and student retention hinges largely on parent/student satisfaction, staff is especially interested in what parents and students have to say about our school.

Sycamore Valley Academy has other structural advantages that produce a high level of continuous stakeholder engagement. We have an active Parent Teacher Organization, a culture of parent participation, a staff who are empowered to suggest and implement change, school leaders who constantly evaluate and build strong systems, and a Board of Directors who support the school's efforts toward excellence. At our monthly Board meetings, we have regular "Community Reports" so that the perspectives of our Superintendent, Principal, our Vice Principal, our Operations Director, and a Teacher Representative are shared with the Board of Directors on a regular basis, though these voices do not have voting membership on the Board (to avoid conflicts of interest). In addition to this, the Board includes members of the charter school community, including parents. In addition, at least one Director on the Board will be a member of the community at large who is not a parent/guardian of attending pupils and the authorizer (Tulare County Office of Education) is entitled to one Director seat, pursuant to Ed Code Section 47604(b). These structures ensure that multiple perspectives are always considered in school decisions. Our Board engaged in a conversation about LCAP actions and goals during these board meetings: 9/20/18,

10/18/19, 3/21/19, 4/25/19 and 5/16/19. This typically included review of formative student achievement data and progress report on 2018-19 LCAP goals.

In addition to our collaborative, input-seeking culture, Sycamore Valley Academy has made efforts to engage stakeholders to solicit their input on how SVA is doing in relation to LCAP goals that were previously set, as well how we are doing in relation to the state's eight priorities in general, via a survey to help us develop our Local Control Accountability Plan. This survey gave parents, teachers, board members, community members at large, and staff members a chance to answer how they believed SVA could improve in relation to each of the state's eight priorities. Administrative staff attended monthly PTO meetings while the survey was open and encouraged parents to share their input both at these meetings and via the online survey.

We also engaged in a Strategic Planning process which involved many stakeholders, including parents, students, teachers, administrators, community members and board members. Several meetings and retreats took place over a 4-month period with multiple opportunities for different groups of stakeholders to contribute: on 11/13/18, 11/28/19, 1/8/19, 1/15/19, 1/22/19, 1/30/19, 2/5/19, 2/12/19, 3/5/19, 3/19/19, 4/10/19, 4/30/19, and 5/1/19. This process included multiple levels of analyzing weaknesses and growth areas. They refined core values and then narrowed down to goals with clear action steps based on the needs of our students and campus. This process was a major contributor to information for our LCAP.

In addition, we attended trainings for LCAP and Federal Addendum development provided by the Tulare County Office of Education, our authorizer, and we also had individualized trainings and meetings with their team throughout the year to support our staff and give guidance with LCAP writing and budget planning.

Impact on LCAP and Annual Update

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

As a result of including the stakeholders by means of the online survey, staff meetings, parent meetings, interviews and Board discussion in the development of the LCAP, we have decided to focus on the high priorities of:

- Excellence in curriculum and instruction,
- Position sustainability for teachers and administration,
- A rich, meaningful, nurturing, and challenging environment and school culture, and
- Parental engagement.

The comments and views of the stakeholders were aligned with the mission/vision of SVA, and the stakeholders were very interested in maintaining the goals Sycamore Valley Academy has by providing gifted education to all students, having an emphasis on Project Based Learning and the accompanying field trips, and to take a more proactive role when it comes to students' social/emotional health by expanding services offered to students.

One big impact that came from parent engagement in this process was the realization that many of our families would like to see more opportunities for afterschool activities like sports, music and other various clubs. The responses showed a consistent interest in having more opportunities for students on campus after school hours. To address this, we plan to coordinate with parents, teachers, and community members to create more club options for the after school hours. We believe this will directly affect students from low socioeconomic backgrounds, foster youth, and the homeless by offering opportunities to stay at school longer and have more enriching experiences to create background knowledge for learning.

We created goals and actions around encouraging parent and community contributions of expertise, time and resources to supplement student learning in our strategic plan. This translates into actions for our LCAP goal 4 around parent engagement.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Instructional staff will demonstrate excellence in curriculum and instruction and contribute their talents to improve student outcomes.

State Priorities: 1, 2, 7, 8

Local Priorities: Teachers, parents, students, and Board members have all contributed input and perspectives that have informed this goal and its expected outcomes. There is a desire to continually improve the quality of what we offer while maintaining a collaborative, noncompetitive culture. While we resist a single measure to define school quality, like external state tests, we are also glad to respond to what measurements tell us. Through our continual reflection on multiple and varied sources of data via our Whole School Report Card, the CAASPP, and the ongoing formative assessment in classrooms, we are compelled to pursue excellence and look for ways to improve student outcomes.

We have a need in the area of Math, specifically dealing with students who are Hispanic and/or Socioeconomically Disadvantaged.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Instructional staff will be provided support to meet common core standards and support to meet those standards while teaching varied subjects through Project Based Learning.	100% of our classroom teachers are provided support to meet common core standards and support to meet those standards while teaching varied subjects through Project Based Learning.	Maintain level at 100%.	Maintain level at 100%	Maintain at 100%
Teachers will utilize assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as Reading Level Assessments, NWEA MAP and CAASPP (computer-adaptive testing) to differentiate instruction.	100% of classroom teachers use assessment data from multiple sources as defined in the charter (projects, portfolios, presentations) as well as Reading Level Assessments, NWEA MAP and CAASPP (computer-adaptive testing) to differentiate instruction.	Maintain level at 100%.	Maintain level at 100%	Maintain at 100%

Metrics/Indicators

Students will have ELA, and Mathematics scores of "High" or "Very High", or for any subgroup scoring "Medium" or lower, this subgroup's growth is within the "Increased" or "Increased Significantly" categories in the state's 5 x 5 rubric.

Baseline

Currently SVA as a whole, and all of our statistically significant subgroups have ELA, and Mathematics scores of "High", "Very High", or "Medium" if that "Medium" score has growth within the "Increased" or "Increased Significantly" categories in the state's 5 x 5 rubric.

2017-18

Maintain SVA as a whole, and all of our statistically significant subgroups have ELA, and Mathematics scores of "High", "Very High", or "Medium" if that "Medium" score has growth within the "Increased" or "Increased Significantly" categories in the state's 5 x 5 rubric.

2018-19

SVA will maintain its "Green" student performance level in Math, but will increase it's status from "Medium" to "High." SVA will improve it's "Yellow" student performance level in ELA, and will increase it's status from "Medium" to "High."

Students with Disabilities, Hispanic students and Socioeconomically Disadvantaged subgroups were all "Yellow" and/or "Low" for Math, however they all "increased" or "increased significantly" in their scores. It is our goal to raise those student levels to a "medium" level in this school year.

The same subgroups were "orange" and "low" for ELA with the Student's With Disabilities "Increasing Significantly"

2019-20

SVA will increase scores and status levels and will address the specific needs of students in subgroups that are not making expected progress.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			while Socioeconomically Disadvantaged and Hispanic groups "decreased." It is also our goal to get these subgroup scores to a "medium" level in this school year.	
Establish a Learning Center on campus.	There is no Learning Center currently on campus.	SVA will Establish a Learning Center on campus.	SVA established a Learning Center on campus, has staffed the center and it has been in use this year. SVA will continue to refine the services offered through the learning center and schedule the space and staff time to best support the needs of all students.	Learning Center will continue to grow in its ability to support all learners who might be in need of increased access to curriculum through scaffolds and interventions.
Core Academic Teachers are fully credentialed, and not on a PIP or STP.	93%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will be able to access the curriculum.	98%	99%	99%	100%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Sycamore Valley Academy

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Staff will have access to an Instructional
Coach who will assist with planning

2018-19 Actions/Services

Same action with adjusted budget.

2019-20 Actions/Services

Same action with adjusted budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	63,079.50	\$44,725 (50% instructional coach salary)	\$45,172 (50% instructional coach salary)
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1100	1100	1100

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

New

**Select from New, Modified, or Unchanged
for 2018-19**

Modified

**Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

2017-18 Actions/Services

Teachers will have access to resources related to the Common Core State Standards in The Academies Charter Management Organization (TACMO) resource bank.

2018-19 Actions/Services

Materials are now in place and there is no further need to budget specifically for this item.

2019-20 Actions/Services

Materials are now in place and there is no further need to budget specifically for this item.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	1,412.61	\$0	\$0
Source	LCFF S/C	N/A	N/A
Budget Reference	2400	N/A	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Sycamore Valley Academy

Actions/Services

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

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

A professional development calendar will be developed to provide time for data analysis.

2018-19 Actions/Services

A professional development calendar will be developed to provide time for data analysis.

2019-20 Actions/Services

A professional development calendar will be developed to provide time for data analysis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,521	1,521	1,521
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1300	1300	1300

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services

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

New

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Staff will have access to a math intervention teacher to assist with instructional planning, and working with students whose needs may not be being met through the teacher's actions alone.

2018-19 Actions/Services

Adjusted budget.

2019-20 Actions/Services

Adjusted budget.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

17,702

\$10,933 (portion of Math Intervention Salary)

\$11,173 (50% of math intervention salary)

Year	2017-18	2018-19	2019-20
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1150	1150	1150

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Sycamore Valley Academy

Actions/Services

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

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Modified

Modified

2017-18 Actions/Services

Staff will have access to a ELA intervention teacher to assist with instructional planning, and working with students whose needs may not be being met through the teacher's actions alone.

2018-19 Actions/Services

Adjusted budget.

2019-20 Actions/Services

Adjusted Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	49,474.50	\$22,125 (50% ELA Intervention Cost)	\$22,347 (ELA Intervention)
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1150	1150	1150

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Sycamore Valley Academy

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

Unchanged

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

All incoming staff will be trained in gifted education by the California Association of the Gifted.

All incoming staff will be trained in gifted education by the California Association of the Gifted.

Adjusted budget

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$1,155
\$1,729.38

\$1,155
\$1,729.38

\$6895

Year	2017-18	2018-19	2019-20
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	5863 5220	5863 5220	5863 5220

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Sycamore Valley Academy

Actions/Services

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

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Unchanged

Modified

2017-18 Actions/Services

All incoming staff will be trained in Project Based Learning.

2018-19 Actions/Services

All incoming staff will be trained in Project Based Learning.

2019-20 Actions/Services

Adjusted Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,900	\$1,900	\$950
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	5863	5863	5863

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services

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

New

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Use the Learning Center to help all students
who could benefit, not only those on IEP's.

2018-19 Actions/Services

Use the Learning Center to help all students
who could benefit, not only those on IEP's.

2019-20 Actions/Services

Use the Learning Center to help all students
who could benefit, not only those on IEP's.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

0

0

0

Source

N/A

N/A

N/A

Budget
Reference

N/A

N/A

N/A

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

New

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Additional services added with School Psychologist to support teachers with classroom behavior struggles, implementation of behavior and academic

2019-20 Actions/Services

Additional services added with School Psychologist to support teachers with classroom behavior struggles, implementation of behavior and academic

intervention plans for students, as well as availability of Psychologist for staff and student needs and referral services.

intervention plans for students, as well as availability of Psychologist for staff and student needs and referral services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$28,960	\$28,960
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	5872	5872

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Teachers and administrators report position sustainability (work/life balance; able to consistently provide best effort) and satisfaction (motivated and supported to continuously improve).

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 6

Local Priorities:

Identified Need:

One of the consistent messages of stakeholder engagement in our strategic planning process this year was the sentiment that our teaching and administrative staff feel overworked. We recognize that our lean staff as a charter school has a great deal to do with the feeling of "wearing too many hats" and that our unique instructional model (providing Gifted Education for All and Project-Based Learning, the multi-age classroom, the student portfolios, etc.) makes for a more challenging teaching position. However, our staff is committed to the model we are perfecting here and we believe it is best for kids. Because of our commitment to our vision, we have been honest as a staff, strategic planning steering committee, and Board, noting that work must be done to improve the sustainability of key positions and the satisfaction of them as well. If we want to be here for the long term, we must develop systems of support, plans for succession, and organizational adjustments to make that possible.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual calendars will be developed for support roles (Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent). Develop and implement a work/life balance checklist at the beginning of the year and have check-ins a minimum of three times a year.	30%	80%	85%	90%
Develop a leadership succession plan.	0%	100%	Maintain succession plan that has been created.	Review succession plan looking for ways to improve upon the structures and processes already created.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	Specific Schools, Sycamore Valley Academy

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop annual calendars for support roles	Develop annual calendars for support roles	Develop annual calendars for support roles

(Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent) to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar.

(Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent) to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar.

(Office Assistant, Administrative Assistant, Operations Director, Instructional Coach, Custodian, Vice Principal, Principal, Superintendent) to help them prepare for and manage their time more effectively since their work varies widely during different months of the academic calendar.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	663 2736 982 188	663 2736 982 188	663 2736 982 188
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1100 1300 2400 2930	1100 1300 2400 2930	1100 1300 2400 2930

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Sycamore Valley Academy

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged
for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

2017-18 Actions/Services

Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate check-ins within performance evaluation conferences to ensure employees feel leadership cares about this issue. Encourage staff to be

2018-19 Actions/Services

Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate check-ins within performance evaluation conferences to ensure employees feel leadership cares about this issue. Encourage staff to be

2019-20 Actions/Services

Develop and implement a work/life balance checklist for inclusion in pre-service training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate check-ins within performance evaluation conferences to ensure employees feel leadership cares about this issue. Encourage staff to be

proactive about wellness, help them see the connection of their work to the mission/vision, and encourage them to stick to their work/life balance goals.

proactive about wellness, help them see the connection of their work to the mission/vision, and encourage them to stick to their work/life balance goals.

proactive about wellness, help them see the connection of their work to the mission/vision, and encourage them to stick to their work/life balance goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1455	\$1455	\$1455
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1300	1300	1300

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

Specific Schools, Sycamore Valley Academy

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

Unchanged

Unchanged

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Develop a leadership succession plan.

Develop a leadership succession plan.

Review/implement the leadership
succession plan, which includes the
strategic plan.**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

\$1220

\$1220

\$1220

Source

LCFF S/C

LCFF S/C

LCFF S/C

**Budget
Reference**

1300

1300

1300

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

All Schools

Actions/Services

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

New

Select from New, Modified, or Unchanged
for 2018-19

New

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Additional services added with School Psychologist to support teachers with classroom behavior struggles, implementation of behavior and academic intervention plans for students, as well as

2019-20 Actions/Services

Additional services added with School Psychologist to support teachers with classroom behavior struggles, implementation of behavior and academic intervention plans for students, as well as

availability of Psychologist for staff needs
and referral services.

availability of Psychologist for staff needs
and referral services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$28, 960 (1/3 portion of School Psychologist)	\$28, 960 (1/3 portion of School Psychologist)
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	5872	5872

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

A rich, meaningful, and nurturing environment will be provided where all students have access to curriculum and are continually challenged to be their best.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5, 7, 8

Local Priorities:

Identified Need:

Our Socioeconomically Disadvantaged and Hispanic students are struggling in ELA and Math, receiving scores of "low" in ELA and Math.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Attendance

Classroom attendance awards were given monthly in five school months. One individual attendance award was given in the year.

Classroom attendance awards will be given in seven months, and three individual awards will be given at the conclusion of each trimester.

Classroom attendance awards will be given in ten months of the school year, and individual awards will be given at the end of each trimester.

Classroom attendance awards will be given in all 10 months of the school year and individuals will be recognized at the end of each trimester.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services

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

New

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Monthly classroom awards will be given to
the class with the top attendance rate.

2018-19 Actions/Services

Monthly classroom awards will be given to
the class with the top attendance rate.

2019-20 Actions/Services

Adjusted Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	485	485	200
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1300	1300	1300

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services

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

New

**Select from New, Modified, or Unchanged
for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged
for 2019-20**

Modified

2017-18 Actions/Services

Individual attendance awards will be given every trimester.

2018-19 Actions/Services

Individual attendance awards will be given every trimester.

2019-20 Actions/Services

Adjusted Budget

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

485

485

100

Year	2017-18	2018-19	2019-20
Source	LCFF S/C	LCFF S/C	LCFF/S/C
Budget Reference	1300	1300	1300

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Sycamore Valley
Academy

Actions/Services

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

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

New

Unchanged

Modified

2017-18 Actions/Services

Incentives for teachers with the classroom with the highest attendance rate.

2018-19 Actions/Services

Incentives for teachers with the classroom with the highest attendance rate.

2019-20 Actions/Services

Adjusted Budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	485	485	600
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1300	1300	1300

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services

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

New

Select from New, Modified, or Unchanged
for 2018-19

Modified

Select from New, Modified, or Unchanged
for 2019-20

Modified

2017-18 Actions/Services

Transportation will be set up so our students have access to two busses that will arrive at six stops.

2018-19 Actions/Services

Budget adjustment.

2019-20 Actions/Services

Adjusted Budget

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

87,487

\$90,500

\$93,500

Source

LCFF S/C

LCFF S/C

LCFF S/C

Budget Reference	5893	5893	5893
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Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

Additional services added with School Psychologist to support screening, identification and assessment of students with classroom behavior struggles or academic needs, implementation of behavior and academic intervention plans for students. This will be especially helpful in identifying needs that may be hidden by socioeconomic disadvantage or race/ethnicity.

Additional services added with School Psychologist to support screening, identification and assessment of students with classroom behavior struggles or academic needs, implementation of behavior and academic intervention plans for students. This will be especially helpful in identifying needs that may be hidden by socioeconomic disadvantage or race/ethnicity.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$28,960	\$28,960
Source	N/A	LCFF S/C	LCFF S/C
Budget Reference	N/A	5872	5872

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services**Select from New, Modified, or Unchanged
for 2017-18****Select from New, Modified, or Unchanged
for 2018-19****Select from New, Modified, or Unchanged
for 2019-20**

New

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

Purchase SEL Curriculum and provide
training to staff.**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$9,500

Source	N/A	N/A	LCFF Base
Budget Reference	N/A	N/A	5863 4200

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 4

Parent engagement will be encouraged regularly throughout the year.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6, 8

Local Priorities:

Identified Need:

Parents continue to look for more communication and more opportunities to engage with the school community.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Parental input in making decisions for the school district.

Each PTO meeting has administrative representation.

Maintain 100% administrative representation at PTO meetings.

Maintain 100% representation at PTO meetings and hold at least 2 English Learner Advisory Committee meetings during the year.

Maintain 100% representation at PTO meetings and hold at least 2 English Learner Advisory Committee meetings during the year.

Parental participation in programs for unduplicated pupils and students with exceptional needs.

53% of teachers have parental participation in the classroom.

64% of teachers will have parental participation in the classroom.

75% of teachers will have parental participation in classroom.

80% of teachers will have parental participation in classroom.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Sycamore Valley Academy

Actions/Services

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

New

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.

2018-19 Actions/Services

Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.

2019-20 Actions/Services

Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$22,316 (portion of teacher salaries)

\$22,316 (portion of teacher salaries)

\$22,316 (portion of teacher salaries)

Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	1100	1100	1100

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

N/A

N/A

We will create a schedule of after school options, including sports and clubs, for which parents can volunteer to run or coach.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

N/A

N/A

\$1500 (portion of staff time)

Source

N/A

N/A

LCFF S/C

**Budget
Reference**

N/A

N/A

2400

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 200,008	7.51 %

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

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

Using the calculation tool provided by the state, Sycamore Valley Academy has calculated that it will receive \$200,008 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 7.51%. Direct services to our unduplicated pupils include continuing to provide transportation for students, continuing to provide an instructional coach, continuing to provide a math intervention teacher, increasing the time for an ELA intervention teacher, providing an employee to work with the school psychologist an enhance the social/emotional health that can be provided.

We will achieve our mission and vision, which centers on providing students an enriched curricular and instructional experience. We believe this assists our students' academic learning to accelerate their learning. We believe our instructional design is developmentally appropriate, complimenting children's natural propensity to learn, and removing ill-fitting and arbitrary structures that are all too common in schools, but that actually encumber and inhibit student growth, such as providing a narrow curriculum of only English and math, or a refusal to differentiate. Our schools' motto reflects a

recognition of our staff's responsibility to provide an enriching environment so that academics can accelerate.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$213,793

7.57%

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

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

Using the calculation tool provided by the state, Sycamore Valley Academy has calculated that it will receive \$213,793 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 7.57%. Direct services to our unduplicated pupils include continuing to provide transportation for students, continuing to provide an instructional coach, continuing to provide a math intervention teacher, and continuing to provide an ELA intervention teacher. Additionally, this year we have increased our School Psychologist's time from 1 day every two weeks to 2 days a week. This is four times the service provided last year. This directly affects our unduplicated pupils by allowing us to screen and asses for, and identify academic, behavioral, social and socioeconomic needs earlier and more effectively. We will also be able to have more prevention and early intervention through planned behavioral supports, mental health screenings and support groups, referring parents to resources, participation in SST's and Family Conferences (part of restorative justice).

We will achieve our mission and vision, which centers on providing students an enriched curricular and instructional experience. We believe this assists our students' academic learning to accelerate their learning. We believe our instructional design is developmentally appropriate, complimenting children's natural propensity to learn, and removing ill-fitting and arbitrary structures that are all too common in schools, but that actually encumber and inhibit student growth, such as providing a narrow curriculum of only English and math, or a refusal to differentiate. Our schools' motto reflects a recognition of our staff's responsibility to provide an enriching environment so that academics can accelerate.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

232,463

Percentage to Increase or Improve Services

8%

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

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

Using the calculation tool provided by the state, Sycamore Valley Academy has calculated that it will receive \$232,463 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 8%. Direct services to our unduplicated pupils include continuing to provide transportation for students, continuing to provide an instructional coach, continuing to provide a math intervention teacher, and continuing to provide an ELA intervention teacher. Additionally, this year we have increased our School Psychologist's time from 1 day every two weeks to 2 days a week. This is four times the service provided last year. This directly affects our unduplicated pupils by allowing us to screen and assess for, and identify academic, behavioral, social and socioeconomic needs earlier and more effectively. We will also be able to have more prevention and early intervention through planned behavioral supports, mental health screenings and support groups, referring parents to resources, participation in SST's and Family Conferences (part of restorative justice). Additionally, we will be creating a schedule of after school options for students run by a mix of staff and parent volunteers which will directly affect our unduplicated student population by allowing for more opportunities to be involved in school-based activities and services after school.

We will achieve our mission and vision, which centers on providing students an enriched curricular and instructional experience. We believe this assists our students' academic learning to accelerate their learning. We believe our instructional design is developmentally appropriate, complimenting children's natural propensity to learn, and removing ill-fitting and arbitrary structures that are all too common in schools, but that actually encumber and inhibit student growth, such as providing a narrow curriculum of only English and math, or a refusal to differentiate. Our schools' motto reflects a recognition of our staff's responsibility to provide an enriching environment so that academics can accelerate.