

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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 Principal	abenton@syacmorecalleyacademy.o 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 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 LCFF Evaluation Rubrics, 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

Sycamore Valley Academy found great gains from a focus on mathematics over the past two years. We showed our greatest increase in Math this year, while maintaining our status level in ELA. We will continue to use the strategies, practices and routines found to have been effective in mathematics while also circling back to prior trainings in ELA to support continued growth there.

Referring to the LCFF Evaluation Rubrics, 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

Sycamore Valley Academy was able to affect the overall suspension rate positively through the use of restorative justice practices and alternatives to suspension that better align with the school's philosophy and principles. We had no areas that were in "Red" or "Orange" for overall performance this year.

Still, we see a need for further work with suspensions, especially in working with students with disabilities and those who are socioeconomically disadvantaged. We will increase the time in the schedule for the School Psychologist by 4 times, from one day every two weeks to 2 days a week. We believe the increase in support for students who are struggling with behavior, depression, anger and other related issues, as well as earlier identification of students with such needs, will decrease the need for punitive measures.

Referring to the LCFF Evaluation Rubrics, 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 were no state indicators for which performance for any student group was two or more performance levels below the "all student" performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

- Increase school psychologist time from 1/2 day per week to 2 full days per week. This will improve our ability to screen for, identify, track and address the needs of our most at-risk populations.
- Development and improvement of MTSS (Multi Tiered Systems of Support) structures to provide paths to success for our at-risk students.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$3,634,110

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$292,483

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This LCAP describes the training staff receive to implement gifted education for all and project based learning, but does not describe the day to day expenditures in the classroom or the field trips that make gifted education and PBL great. In addition the General Fund Budget Expenditures for 2018/19 includes many more certificated and classified salaries, employee benefits, services and operating expenditures, and capital outlay. These expenditures are not fully included in the LCAP.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$3,035,322

Annual Update

LCAP Year Reviewed: 2017-18

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

All 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, 8

Local Priorities: Differentiated instruction

Annual Measurable Outcomes

Expected

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.

Actual

Staff have received numerous sessions of training in Cognitive Guided Instruction math practices which builds on the area of focus from last year which was writing. Grade level teams are given common times to collaborate and plan lessons that incorporate best practices and Common Core State Standards.

Expected

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.

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.

Establish a Learning Center on campus.

Teachers are fully credentialed, and not on a PIP or STP.

All students will be able to access the curriculum.

Actual

Teachers use assessment data from a variety of sources to inform instruction and to contribute to the Whole School Report Card which allows us to look at assessment data of many kinds, across grade levels in one place. This allows for meaningful discussions about the data.

Students have ELA and Math scores that are "Medium" overall. In ELA, students with disabilities were "Low" but "Increased Significantly." Socioeconomically Disadvantaged students and Hispanic students were also "Low" and "Declined."

A learning center was established and staffed.

Teachers are fully credentialed and not on a PIP or STP.

A very high percentage of students are able to access curriculum

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

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

An instructional coach is in place at Sycamore Valley Academy that assists with the facilitation of effective training and the development of articulated curriculum and instructional plans to assist with coverage and alignment of SVA's learning experiences and resources with the Common Core State Standards.

Instructional Coach salary - 1100
Certificated Salaries - LCFF
S/C: \$63,079.50

Instructional Coach salary - 1100
Certificated Salaries - LCFF S/C:
\$63,079.50

Action 2

Planned Actions/Services

Teachers will have common prep periods with grade-level teams.

Actual Actions/Services

Teacher's had common prep periods with grade level teams.

Budgeted Expenditures

Portion of Vice Principal - 1300
Certificated Salaries - LCFF
S/C: \$2,425

Estimated Actual Expenditures

portion of Vice Principal - 1300
Certificated Salaries - LCFF S/C:
\$2,425

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

All teachers have access to the TACMO Resource Bank which is under continual growth and improvement. Through "bank" teachers have access to materials related to curriculum and instruction, assessment, professional duties, school culture and more.

Portion of office staff time - 2400
Classified Clerical and Office Salaries - LCFF S/C: \$1,412.61

Portion of office staff time - 2400
Classified Clerical and Office Salaries - LCFF S/C: \$1,412.61

Action 4

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 we began work on further differentiating that calendar to match the developmental levels of the staff and their time spent in the organization.

Budgeted Expenditures

Portion of VP time- 1300-
Certificated Salaries- \$1,521.00

Estimated Actual Expenditures

Portion of VP time- 1300-
Certificated Salaries- \$1,521.00

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Time will be set aside on a consistent basis for grade level collaboration to create and review projects, portfolios, and presentations.

Teachers had prep times that matched with their grade level team so they could work together regularly during school time. Teachers also had regular collaboration time at weekly staff meetings and planned teacher inservice/planning days.

portion of teachers' time - 1000-1999 Certificated Salaries - LCFF S/C: \$44,632.60

portion of teachers' - 1000-1999 Certificated Salaries - LCFF S/C: \$44,632.60

Action 6

Planned 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.

Actual Actions/Services

Staff had access to a Math Intervention Specialist throughout the year to assist with planning and instruction.

Budgeted Expenditures

portion of teachers' time - 1000-1999 Certificated Salaries - LCFF S/C: \$17,702

Estimated Actual Expenditures

portion of teachers' time - 1000-1999 Certificated Salaries - LCFF S/C: \$17,702

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Staff had access to Intervention teacher and coach, both of whom assisted in planning, creating materials and pulling students for specific intervention.

Portion of reading intervention teacher time- 1000-1999 certificated salaries- LCFF S/C- \$49,474.50

Portion of reading intervention teacher time- 1000-1999 certificated salaries- LCFF S/C- \$49,474.50

Action 8

Planned Actions/Services

Staff will have access to special education staff to assist with instructional planning, behavior modification, and working with students whose needs may not be being met through the teacher’s actions alone.

Actual Actions/Services

Staff have access to to both special education and intervention staff to assist in instructional planning, behavior modification, and working with students whose needs may not be being met by the teacher's actions alone.

Budgeted Expenditures

Intervention Teacher Salary- 1150- LCFF Base-\$49,083.75
Classified Special Education Support-2103- LCFF Base-\$33,345

Estimated Actual Expenditures

Intervention Teacher Salary-1150- LCFF Base-\$49,083.75
Classified Special Education Support-2103- LCFF Base-\$33,345

Action 9

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 continue to be trained in gifted education strategies by the California Association for the Gifted. Also, staff that have been with us several years, and have not been to CAG training since their first year were offered the option to attend again.

Portion of Professional Development-5863-LCFF Base- \$1,155
 Portion of Travel and Lodging- 5220-LCFF Base- \$1,729.38

Portion of Professional Development-5863-LCFF Base- \$1,155
 Portion of Travel and Lodging- 5220-LCFF Base- \$1,729.38

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All incoming staff will be trained in Project Based Learning.

All incoming staff continue to be trained in Project Based Learning.

Professional Development- 5863-LCFF S/C-\$1900.00

Professional Development-5863-LCFF S/C-\$1900.00

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Establish a Learning Center on our campus.

A Learning Center was established, opened and staffed this year.

\$0

\$0

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Students both on IEP's and not on IEP's have utilized the learning center and related supports this year. These supports include reading and math intervention, behavioral intervention and assessment.

\$0

\$0

Action 13

Planned Actions/Services

Hire someone to work with the school psychologist to assist students with mental health support.

Actual Actions/Services

A social work intern was acquired to work with the school psychologist and to assist students by providing mental health supports. This was accomplished by meeting with individuals who had been identified as at-risk or having significant needs, as well as small group support sessions for students having similar needs to one another.

Budgeted Expenditures

Portion of Specialist Salary-1111-LCFF Base-\$4,320

Estimated Actual Expenditures

Portion of Specialist Salary-1111-LCFF Base-\$4,320

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.

The implementation of the Actions/Services has been done at various points in the year (beginning, middle, and end) to assist with the success of the articulated goal. Staff time, professional development, and specific training has been added and coordinated to support teachers in demonstrating excellence in curriculum and instruction.

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

The goal is for instructional staff to demonstrate excellence in curriculum and instruction. This year we had a professional development and instructional focus on Math and saw an increase of 9.2 points for Math this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no differences between the Budgeted Expenditures and the 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 to this goal were needed.

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

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.

Develop a leadership succession plan.

Actual

Annual calendars of support have been created for most of the roles mentioned here. Continuing to finish for all roles and refine for those that are already in place.

A leadership succession plan has been developed.

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

Plot the achievable growth of the organization and how expansion or replication might translate to increased supports/sustainability.

Actual Actions/Services

Multi-year student enrollment plans have been created with different iterations. A second campus was opened which assisted with collaborative supports and increased sustainability.

Budgeted Expenditures

Portion of Superintendent's time - 1000-1999 Certificated Salaries - LCFF Base: \$3,000

Estimated Actual Expenditures

Portion of Superintendent's time - 1000-1999 Certificated Salaries - LCFF Base: \$3,000

Action 2

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, Instructional Aides, 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.

Annual calendars for support roles (Office Assistant, Administrative Assistant, Operations Director, Vice Principal, Principal, and Superintendent) are in the resource bank now. The roles of instructional coach, custodian, and instructional aides have not made as much progress as the other roles to develop annual calendars.

Portion of teacher salaries-1100-LCFF Base-\$663
 Portion of Admin salaries-1300-LCFF Base- \$2736
 Classified Clerical and Office-2400-LCFF Base-\$982
 Custodial-2930-LCFF Base-\$188

Portion of teacher salaries-1100-LCFF Base-\$663
 Portion of Admin salaries-1300-LCFF Base- \$2736
 Classified Clerical and Office-2400-LCFF Base-\$982
 Custodial-2930-LCFF Base-\$188

Action 3

Planned Actions/Services

Establish a Special Education Learning Center on our campus and use this Learning Center to help all students who could benefit, not only those on IEP's.

Actual Actions/Services

The Learning Center was able to open this year and be utilized for students on IEP's as well as students without plans who also needed supports.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

A "Work/Life Balance Annual Goal-Setting" worksheet was created and is in use. Staff were encouraged to continue pursuit of their work/life balance goals and given time to reflect on the effectiveness of the strategies they were using. Staff were encouraged to ref games at recess and be active with students when they are tasked with monitoring them. Staff were encouraged to use available time off for wellness and self-care.

portion of VP, Principal, and Superintendent time - 1000-1999
 Certificated Salaries - LCFF
 S/C: \$1,455

portion of VP, Principal, and Superintendent time - 1000-1999
 Certificated Salaries - LCFF S/C:
 \$1,455

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Adapt administrative team/ redesign the organizational chart to support organizational growth and improvement, as well as thought leadership and advocacy for reform.

The organizational chart has been redesigned more than once to reflect the continued growth of Sycamore Valley Academy, as well as the growth of The Academies Charter Management Organization.

Portion of Admin time- 1300-LCFF S/C-\$610

Portion of Admin time- 1300-LCFF S/C-\$610

Action 6

Planned Actions/Services

Develop a leadership succession plan.

Actual Actions/Services

A leadership succession plan is still in development and will likely go through different stages as The Academies Charter Management Organization continues to expand.

Budgeted Expenditures

portion of Superintendent's time - 1000-1999 Certificated Salaries - LCFF S/C: \$1,220

Estimated Actual Expenditures

portion of Superintendent's time - 1000-1999 Certificated Salaries - LCFF S/C: \$1,220

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.

The implementation of work support through personnel has been accomplished, as has the support through increased facilities. Encouragement of wellness has not been accomplished to the degree desired by leadership.

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

The effectiveness of all items that have been implemented has been very good. Action item 3 was accomplished this year and great progress has been made with the addition of the learning Center, and action item 4 has not been done to a level satisfactory with administration. There is a work/life balance checklist and Administration discusses personal work/life balance goals with each staff member, but there is still improvement needed in consistently supporting staff efforts towards their personal goals and holding them accountable for achieving the goals they set for themselves. Overall, we believe that position sustainability is being shown through a high rate of retention of staff. We had only one staff member leave our school this year, but this individual stayed within the organization. We had no losses from staff on our site that left the organization.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences in the budgeted expenditures 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 to this goal were done.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Annual Measurable Outcomes

Expected

Attendance

Actual

Class attendance awards were given out each month that the school was in session. Also, each student on the campus who had perfect attendance each trimester received a personal award certificate. Perfect attendance was celebrated monthly at line-up time in the morning and special rewards were given to the top 3 classes with the highest attendance for that month.

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

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

Actual Actions/Services

Monthly classroom awards were given to the top 3 classes with highest attendance.

Budgeted Expenditures

Portion of admin salary- 1300-LCFF S/C- \$485

Estimated Actual Expenditures

Portion of admin salary- 1300-LCFF S/C- \$485

Action 2

Planned Actions/Services

Individual attendance awards will be given every trimester.

Actual Actions/Services

Individual attendance awards were given every trimester.

Budgeted Expenditures

Portion of admin salary- 1300-LCFF S/C- \$485

Estimated Actual Expenditures

Portion of admin salary- 1300-LCFF S/C- \$485

Action 3

Planned Actions/Services

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

Actual Actions/Services

Teacher's whose class was in the top 3 for attendance each month got a gift card to be spent on class supplies or a class party/activity of the teacher's choosing.

Budgeted Expenditures

Portion of admin salary- 1300-LCFF S/C- \$485

Estimated Actual Expenditures

Portion of admin salary- 1300-LCFF S/C- \$485

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Transportation is set up so that our students have access to 2 busses at 6 stops.

Transportation-5893-LCFF S/C-
\$87,487

Transportation-5893-LCFF S/C-
\$87,487

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.

The implementation of the actions/services has been accomplished.

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

The actions/services for this goal have been completed. We maintained a high level of attendance, above 95% for the 17/18 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no differences in the estimated budget expenditures and the 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.

Goal 3 will be adjusted to represent continued access by all subgroups to a rich, meaningful, and nurturing environment will be provided where students are continually challenged to do their best.

Goal 4

Parent engagement will be encouraged regularly throughout the year.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Parental input in making decisions for the school district. Maintain 100% administration representation at PTO meetings.

Parental participation in programs for unduplicated pupils and students with exceptional needs. 64% of teachers expected to have parental participation in the classroom.

Actual

Have maintained 100% administrative participation in PTO meetings.

At least 64% of teachers had parental participation in their classrooms.

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

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

Actual Actions/Services

All teachers sent out weekly newsletters with information about upcoming events and class projects.

Budgeted Expenditures

Portion of Teacher Salaries-1100-LCFF S/C-\$22,316

Estimated Actual Expenditures

Portion of Teacher Salaries-1100-LCFF S/C-\$22,316

Action 2

Planned Actions/Services

Teachers will keep a log of parents/supporters who wish to volunteer that will include how supporters are able to assist.

Actual Actions/Services

Teacher's keep a log of parents/supporters and use the Remind app to have regular communication about classroom needs and how folks can best support the class.

Budgeted Expenditures

Portion of Teacher Salaries-1100-LCFF S/C-\$22,316

Estimated Actual Expenditures

Portion of Teacher Salaries-1100-LCFF S/C-\$22,316

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.

The implementation of the actions/services has not been done as well as stated, but the overall spirit of the goal has been a constant goal of SVA staff and progress has been made.

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

The effectiveness of the actions/services has not been done as well as stated, but the overall spirit of the goal has been a constant goal of SVA staff and progress has been made.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference between budgeted 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.

Changes were made to this goal to reflect a focus on student outcomes instead of only parent engagement. Going forward, we will include both elements (student continuous growth and parent engagement) in this goal.

Stakeholder Engagement

LCAP Year: 2018-19

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. Part of the reason for this is that our school is new, currently finishing its fifth year. Being a young institution means that we are fueled by the passion of our founding, ambitious in our pursuit of our mission/vision, and eager to build effective and sustainable systems for the long-term. In short, we are an action-orientated, seeking and learning community.

Another reason our school is one where stakeholders feel free to share input and help shape our program is the fact that 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 no fewer than four and no more than eight members of the charter school community, including parents, and by the start of Blue Oak Academy's third academic year, the Board of Directors will include a minimum of two Directors who

come from the Blue Oak Academy community. 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.

In addition to the ongoing 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, to develop our fourth Local Control Accountability Plan. We educated our community about the requirements of the LCAP with a letter explaining the purpose of the LCAP, and an invitation to participate in the development through an online LCAP Input Survey. This survey was open for months in January, February, and March. 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, which were defined. 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. The survey was open for multiple months and responses were collected and compared with administrative leadership meetings and Board discussion at two board meetings. We also did qualitative measures where students were interviewed with standard questions. Every grade level was represented in the interviews as well as each significant sub-population including: English Learners, students who qualify for free and reduced lunch, students on a 504 plan, students on an IEP, students identified as gifted, students who have been at SVA for years, and students new to SVA. These interviews and qualitative data they provided were presented to the board at the December board meeting.

When we evaluated the input, we received through the online survey, staff meetings, parent meetings, interviews and Board discussion, we looked for two things. First, we looked for trends: any suggestion coming from varied voices, or where stakeholders corroborated one another or expressed similar ideas. Next, we looked for areas where our goals could impact our most vulnerable pupils: our English learners, our students who qualify for free or reduced lunches, and foster youth or homeless students.

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 that the stakeholders were very interested in the goals Sycamore Valley Academy has by providing gifted education to all students, having a large classroom emphasis on Project Based Learning and the accompanying field trips, and expanding services offered to students to take a more proactive role when it comes to students' social/emotional health.

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 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.

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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%

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

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.

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.

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."

SVA will continue to 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**

Significantly” categories in the state’s 5 x 5 rubric.

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.

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

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.

Teachers are fully credentialed, and not on a PIP or STP.

93%

100%

100%

100%

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

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

Modified

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

Unchanged

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)	\$44,725 (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

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

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

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

Adjusted budget.

Adjusted budget.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,702	\$10,933 (portion of Math Intervention Salary)	\$10,933 (portion of Math Intervention Salary)
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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

Adjusted budget.

Adjusted budget.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	49,474.50	\$22,125 (50% ELA Intervention Cost)	\$22,125 (50% ELA Intervention Cost)
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

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

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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,155 \$1,729.38	\$1,155 \$1,729.38	\$1,155 \$1,729.38
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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

All incoming staff will be trained in Project Based Learning.

All incoming staff will be trained in Project Based Learning.

All incoming staff will be trained in Project Based Learning.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$1,900

\$1,900

\$1,900

Source

LCFF S/C

LCFF S/C

LCFF S/C

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

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

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

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

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

2017-18 Actions/Services

N/A

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

New

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 availability of Psychologist for staff and student needs and referral services.

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

Unchanged

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.

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

Year	2017-18	2018-19	2019-20
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Budget Reference

N/A	5872	5872
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(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: 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

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

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 a leadership succession plan.

Develop a leadership succession plan.

Develop a leadership succession 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

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 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.

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

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: 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

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

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	485	485	485
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

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

2018-19 Actions/Services

2019-20 Actions/Services

Individual attendance awards will be given every trimester.

Individual attendance awards will be given every trimester.

Individual attendance awards will be given every trimester.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

485

485

485

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	485	485	485
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

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Budget adjustment.

Budget adjustment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	87,487	\$90,500	\$90,500
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

(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

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

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

2018-19 Actions/Services

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.

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

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

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

\$213,793

Percentage to Increase or Improve Services

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 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).

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.