2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Sycamore Valley Academy
CDS Code:	54722560125542
LEA Contact Information:	Name: Donya Ball, Ed.D. Position: Superintendent Email: dball@theacademiescharters.org Phone: (559) 622-3236
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	**Amount**
Total LCFF Funds	$3,479,116
LCFF Supplemental & Concentration Grants	$229,489
All Other State Funds	$514,480
All Local Funds	$85,308
All federal funds	$247,902
Total Projected Revenue	$4,326,806

Total Budgeted Expenditures for the 2021-22 School Year	**Amount**
Total Budgeted General Fund Expenditures	$4,174,923
Total Budgeted Expenditures in the LCAP	$2,079,364
Total Budgeted Expenditures for High Needs Students in the LCAP	$229,489
Expenditures not in the LCAP	$2,095,559

Expenditures for High Needs Students in the 2020-21 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$74,602
Actual Expenditures for High Needs Students in Learning Continuity Plan	$224,192

Funds for High Needs Students	**Amount**
2021-22 Difference in Projected Funds and Budgeted Expenditures	$0
2020-21 Difference in Budgeted and Actual Expenditures	$149,590

Required Prompts(s)	**Response(s)**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures for the 21-22 school year not included in the LCAP include administrative and classified compensation and benefits and external contracts for transportation, food services, health services, speech and language, and professional development.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sycamore Valley Academy

CDS Code: 54722560125542

School Year: 2021-22

LEA contact information:

Donya Ball, Ed.D.

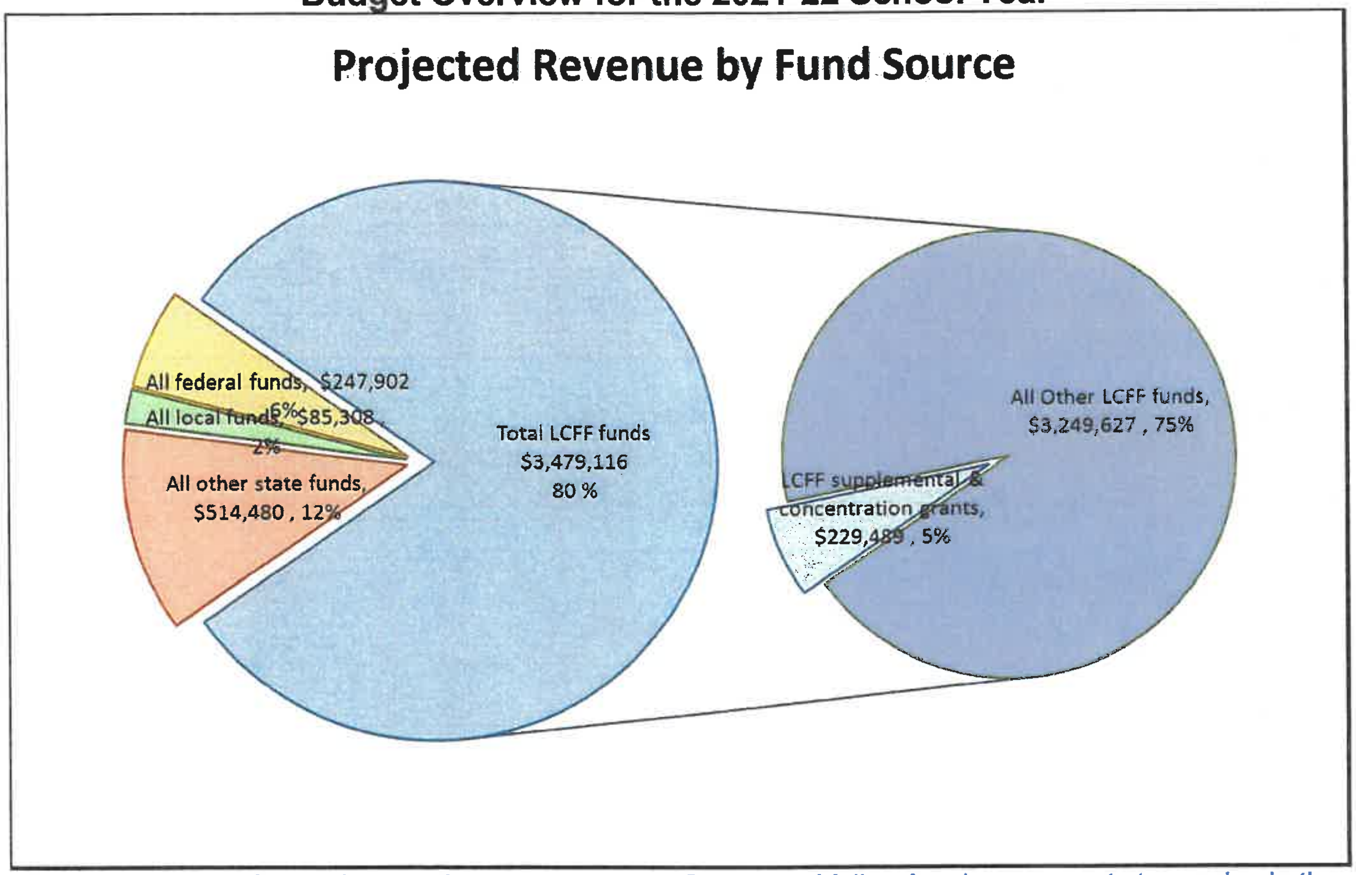
Superintendent

dball@theacademiescharters.org

(559) 622-3236

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 2021-22 School Year

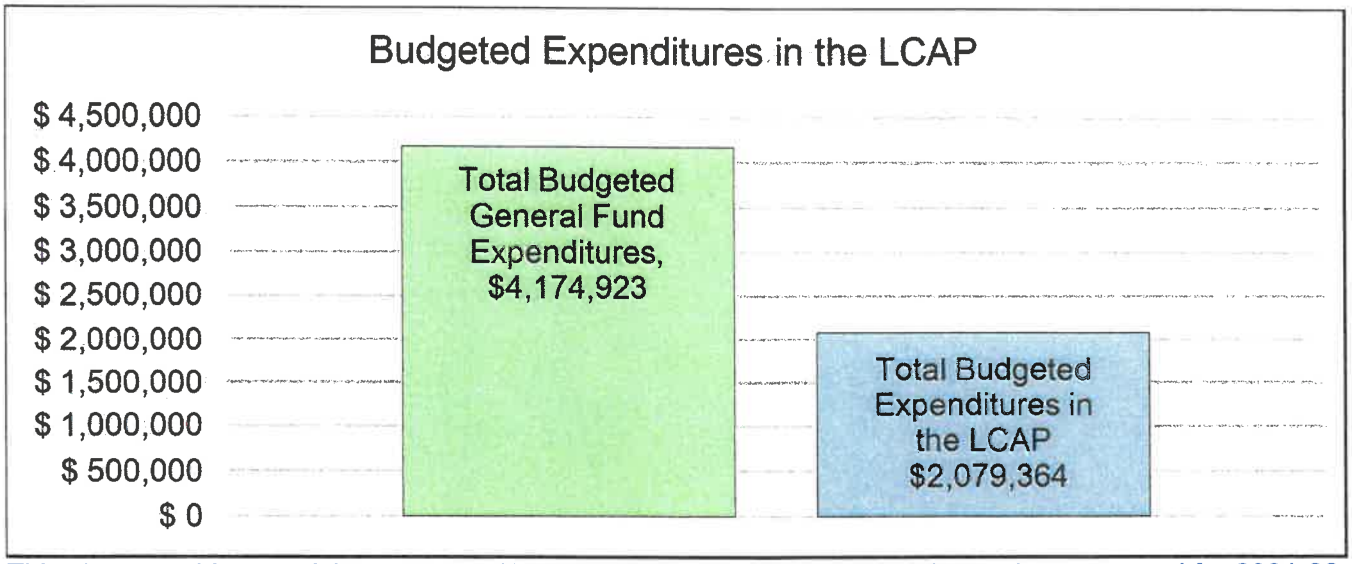


This chart shows the total general purpose revenue Sycamore Valley Academy expects to receive in the coming year from all sources.

The total revenue projected for Sycamore Valley Academy is $4,326,806, of which $3,479,116 is Local Control Funding Formula (LCFF), $514,480 is other state funds, $85,308 is local funds, and $247,902 is federal funds. Of the $3,479,116 in LCFF Funds, $229,489 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sycamore Valley Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sycamore Valley Academy plans to spend $4,174,923 for the 2021-22 school year. Of that amount, $2,079,364 is tied to actions/services in the LCAP and $2,095,559 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

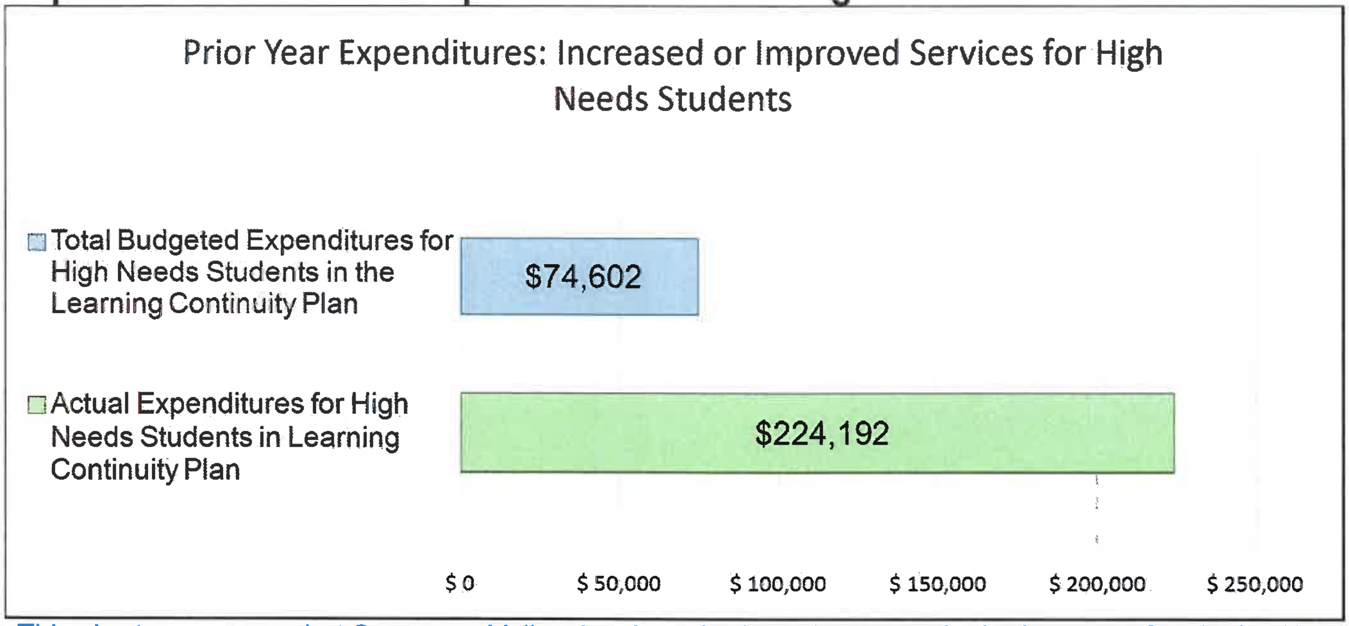
General fund expenditures for the 21-22 school year not included in the LCAP include administrative and classified compensation and benefits and external contracts for transportation, food services, health services, speech and language, and professional development.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sycamore Valley Academy is projecting it will receive $229,489 based on the enrollment of foster youth, English learner, and low-income students. Sycamore Valley Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Sycamore Valley Academy plans to spend $229,489 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Sycamore Valley Academy budgeted last year in the Learning Continuity Plan 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 2020-21, Sycamore Valley Academy's Learning Continuity Plan budgeted $74,602 for planned actions to increase or improve services for high needs students. Sycamore Valley Academy actually spent $224,192 for actions to increase or improve services for high needs students in 2020-21.

SYCAMORE VALLEY

ACADEMY

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Sycamore Valley Academy	Donya Ball, Ed.D. Superintendent	dball@theacademiescharters.org (559) 622-3236

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Teachers, parents, students, and Board members have all contributed input and perspectives that have informed

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 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. **19-20** Maintain level at 100%. **Baseline** 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.	Instructional coach was provided coaching structure in which instructional staff engaged in professional goal setting to determine instructional approaches in which improvement was needed. 100% of instructional staff were provided support utilizing the Danielson Framework indicators to provide common instructional language.
Metric/Indicator 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. **19-20** Maintain level at 100%. **Baseline**	100% of teachers were provided with multiple sources of data as defined in the charter, effective utilization of the data to inform instructional practices is a continued need.

Expected	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 (computeradaptive testing) to differentiate instruction.	
Metric/Indicator 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. **19-20** SVA will increase scores and status levels and will address the specific needs of students in subgroups that are not making expected progress. **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.	According to the ELA 5 x 5 rubric, All Students and White subgroup Increased (Green). Socioeconomically Disadvantaged and Hispanic subgroups Increased (Yellow). According to the Math 5 x 5 rubric, All Students (Green) White (Blue), Socioeconomically Disadvantaged and Hispanic (Yellow) subgroups Increased Significantly.
Metric/Indicator Establish a learning center on campus. **19-20** 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. **Baseline** There is no learning center currently on campus.	All students with disabilities accessed the Learning Center to support learners with scaffolds according to Individual Education Plan (IEP) goals.
Metric/Indicator Core Academic Teachers are fully credentialed, and not on a PIP or STP.	80% of core academic teachers are fully credentialed, and not on a PIP or STP.

Expected	Actual
19-20 100% **Baseline** 93%	
Metric/Indicator All students will be able to access the curriculum. **19-20** 100% **Baseline** 98%	100% of students accessed K-8 curriculum.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff will have access to an Instructional Coach who will assist with planning.	1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $45,172	1150 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $41,185
A professional development calendar will be developed to provide time for data analysis.	1300 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1521	$0
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.	1300 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $11,173	$0
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.	1150 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $22,347	$0
All incoming staff will be trained in gifted education by the California Association of the Gifted.	5863 5220	5863 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $6895	And Operating Expenditures LCFF Supplemental and Concentration $5833
All incoming staff will be trained in Project Based Learning.	5863 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $950	$0
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.	5872 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $28,960	5872 5800: Professional/Consulting Services And Operating Expenditures LCFF $82,240
Use the Learning Center to help all students who could benefit, not only those on IEP's.	0	0
Teachers will have access to resources related to the Common Core State Standards in The Academies Charter Management Organization (TACMO) resource bank. Materials are now in place and there is no further need to budget specifically for this item.	0	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Certificated teacher salaries were not actually included to implement the planned actions and services, since the Superintendent salary was instead the expenditure used to implement this goal as the Superintendent's responsibilities focused on establishing systems to ensure quality teaching and resources for optimal learning. The school psychologist contract pricing increased for the 19-20 school year as additional days were included to further support students. Funds were not spent on Project Based Learning as the priority this academic year was focused on gifted education professional development.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The SVA instructional coach is a resource that was prioritized and protected to provide continuous instructional support to new staff. The instructional coach facilitated goal setting with each certificated teacher to establish areas that the teachers would like to improve upon. Classroom observations and professional development occurred throughout the year. All incoming staff received both gifted education and project based learning professional development, however the ongoing nature of the professional development did not continue for all staff. For this reason, we will prioritize in the future high quality PD in these same areas but focus on continuous professional development instead of a one shot training. The contracted school psychologist hours were expanded to provide additional support for students. Both the ELA and Math intervention teachers were used to provide differentiated support to students identified through local data.

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: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual calendars will be developed for support roles (Office Assistant,AdministrativeAssistant,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 checkins a minimum of three times a year. **19-20** 100% **Baseline** 30%	A cabinet team was formed consisting of principals, assistant principals, operations director, HR manager, and superintendent for the purpose of meeting monthly in which the superintendent facilitates leader rounding to determine work/life balance and overall job satisfaction. Principals and Vice principals engage in the same activity with school site staff. The schedule of monthly meetings were implemented and followed.
Metric/Indicator Develop a leadership succession plan. **19-20** Review succession plan looking for ways to improve upon the structures and processes already created. **Baseline** 0%	The board approved a five year strategic plan to outline goals and actions to guide school and central office leadership.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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.	1100 1000-1999: Certificated Personnel Salaries LCFF Base 663 1300 1000-1999: Certificated Personnel Salaries LCFF Base 2736 2400 2000-2999: Classified Personnel Salaries LCFF Base 982 2930 2000-2999: Classified Personnel Salaries LCFF Base 188	0 1300 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 64,731 2400 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 117,255 0
Develop and implement a work/life balance checklist for inclusion in preservice training with all staff, provide suggestions for work/life balance and reminders of wellness resources available through our benefits package, and integrate checkins 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.	1300 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1455	0
Review/implement the leadership succession plan, which includes the strategic plan.	1300 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1220	0
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.	5872 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $28, 960	0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The Superintendent and classified management (Operations Director & HR Manager) salaries are included as expenditures in this goal as annual work calendars were developed for all three positions to support the work that is happening at the school sites to improve student learning. The school psychologist expenditure is included in goal 1.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Job descriptions for all positions accept the Superintendent were revised to promote work/life balance and more efficient use of time throughout the academic calendar. Superintendent shared importance of work/life balance at staff preservice training along with approached of how to accomplish this. Cabinet team attended Leadership and Learning Forums for the purpose of focusing on continuous improvement through the investment of our people. Staff formal evaluations were revised to provide more efficient and constructive feedback. Leader rounding through check in help to determine which staff need additional support. The organization hired a consulting firm to facilitate the development of a five year strategic plan which was approved by the board. Additional services were 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.A local staff survey was administered to determine mindset of overall job satisfaction. 100% of staff agree that the school supports students moral and character development. 100% of staff report their students are satisfied attending school on a daily basis. 94% of staff state they are safe at school. 94% of staff agree that they are satisfied with their students' academic progress and achievement.

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: Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance **19-20** Classroom attendance awards will be given in all 10 moths of the school year and individuals will be recognized at the end of each trimester. **Baseline** Classroom attendance awards were given monthly in five school months. One individual attendance award was given in the year.	Classroom attendance awards were distributed 7 months of the school year because of school closures due to COVID-19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Monthly classroom awards will be given to the class with the top attendance rate.	1300 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 200	0
Individual attendance awards will be given every trimester.	1300 1000-1999: Certificated Personnel Salaries LCFF	0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 100	
Incentives will be given to teachers with the classroom with the highest attendance rate.	1300 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 600	0
Transportation will be set up so our students have access to two busses that will arrive at six stops.	5893 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $93,500	5893 5800: Professional/Consulting Services And Operating Expenditures LCFF $94,867
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.	5872 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $28,960	0
Purchase SEL Curriculum and provide training to staff.	5863 4200 LCFF Base $9,500	4200 $12,782

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Attendance awards and incentives were provided, however funding was not needed for these actions. The school psychologist expenditure was already included in goal 1. Dovetail Toolbox, our SEL curriculum was purchased in addition to training for staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Monthly classroom awards were given to the class with the top attendance rate from August to February. This action was suspended March through May due to school closures because of COVID-19. Individual attendance awards were given for trimester 1 and 2. Trimester 3 awards were suspended due to school closures because of COVID-19. No incentives for teachers were given this year, since the school focused instead on improving the Independent Study approval process thus increasing overall Average Daily

Attendance (ADA). Transportation was provided to all students who needed access utilizing two busses and six stops. Transportation contract is with Visalia Unified School District. Dovetail Toolbox, Social Emotional curriculum was purchased and professional development was provided to staff.

Goal 4

Parent engagement will be encouraged regularly throughout the year.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parental input in making decisions for the school district. **19-20** Maintain 100% representation at PTO meetings and hold at least 2 English Learner Advisory Committee meetings during the year. **Baseline** Each PTO meeting has administrative representation.	Administrative representation was present at all PTO meetings. ELAC meetings were not developed and held this year since the focus shifted instead to providing parents with workshops at the school and developing strong communication with a common messaging platform, Bloomz.
Metric/Indicator Parental participation in programs for unduplicated pupils and students with exceptional needs. **19-20** 80% of teachers will have parental participation in classroom. **Baseline** 53% of teachers have parental participation in the classroom.	100% of teachers had parent participation through parent teacher conferences whether through in person or phone conference format.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will provide parents/supporters with weekly newsletters that will include information on upcoming events as well as information on class projects.	1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $22,316	4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2996
We will create a schedule of after school options, including sports and clubs, for which parents can volunteer to run or coach.	2400 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $1500	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Bloomz, a mobile app was purchased to streamline the communication that teachers and admin send out to families in order to encourage parental awareness and participation in school and classroom events. Funds were not needed for schedule development.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All grade levels provided parents with weekly newsletters to include information on upcoming events including future content to be learned. The Operations Director created a schedule of all extra and co curricular activities to organize a common place for parents to access options beyond the classroom for their student(s). The Superintendent also developed a strong social media presence to continuously highlight important events and information. Parent workshops were developed and provided for parents to teach them about the social emotional curriculum, Dovetail Toolbox. The utilization of a common messaging platform, Bloomz, helped to provide consistent communication and access for all parents. The local survey data shows that 94% of parents agree that the school encourages parental involvement.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment was purchased to bring students and staff back safely.	780	7221	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

PPE expenditures for COVID funding supplies were significantly more than anticipated as we utilized both on campus cohorts and day camps for the majority of the school year. In order to bring students back safely abiding by state and county health guidelines, the school site purchased materials and supplies including medical necessary for school operations.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to Tulare County's Covid metrics of remaining in the purple tier until middle of March, it was a challenge to bring students back for in person instruction during the 20-21 school year. However, the LEA focused on instructional support of targeted subgroups by bringing in cohorts for in person intervention for much of the school year. On March 9, 2021, TK-2 grades returned to the school site for in person instruction and on March 16, 2021, grades 3-5 returned. Prior to the return of students to in person instruction, our staff focused on small group differentiation through distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curricular Resources utilized through Distance Learning	3000	1889	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

A varsity of educational software was purchased to for students to utilize during distance learning. Expenditures were slightly less than budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

One of the reasons our school board did not approve for a waiver application to bring student back for in person instruction was so that continuity of instruction was prioritized. We did not want students to adjust to constant changes in instructional format even if it meant our students remained on distance learning for the bulk of the school year. All students access devices and connectivity through the distribution of chrome books and hotspots through Visalia Unified tech services. Site administration built in professional development opportunities for staff most Fridays which also served as staff collaboration time focusing on best practices for distance learning including small group differentiation. Staff roles and responsibilities were communicated with high expectations including instructional aides who serves as support for high quality small group instruction. The organization supported pupils with unique needs by prioritizing subgroups including English Language Learners with targeted cohort on campus support while core academic instruction continued to be implemented through distance learning. Staff completed the mandated Weekly Engagement Templates in order to log both synchronous and distance learning activities.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional aides and special education support staff are utilized to provide additional differentiation opportunities for students.	71,602	222,303	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Additional instructional aides were hired in order to provide differentiation for students in small group cohorts, special education groups, and continued distance learning. Since the majority of the school year was spent targeting small group cohorts in combination with the hybrid in person instruction model, classified was staff was needed to provide small group academic support.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In evaluating our local assessment measures through NWEA MAP, learning loss was not as significant as originally anticipated which we attribute to the targeted small group differentiation our students experienced during distance learning. For students who continued to show achievement gaps through literacy and math below grade level achievement, they were prioritized to receive on campus instructional support through targeted cohorts.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Being that the majority of our school year was through distance learning, social and emotional well being of students was a big challenge for our staff to monitor and intervene. For students that we were made aware of significant social emotional challenges at home, we included in our targeted cohorts to provide behavior supports on campus while core academic instruction remained through distance learning. We wanted to ensure that our most fragile learners struggling with social emotional well being were given the opportunity to interact with adults and peers in a healthy way through on campus cohorts. The mental health and emotional well being of staff was also prioritized by ensuring that staff feedback in the form of meetings and surveys was not only documented but implemented throughout the school year.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our organization prioritized family engagement and outreach through the superintendent facilitation of monthly parent forums. The parent forums were held on Tuesday evenings and Wednesday mornings to provide families with the time that worked best with their schedules. Bloomz, our mobile app and email was also often used to communicate organization events and important updates. Pupil outreach was primarily done through classroom teacher of record as multiple touch points with the teacher were available to the student in both whole class, small group, and individual one on one opportunities.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The organization contracts with Visalia Unified nutritional services in which they provided school meals to students even during distance learning. VUSD distributed meals on a weekly basis to all families who desired to participate in this meal program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Being that the organization experienced great success with small group differentiation during distance learning, the school will continue to prioritize this practice in future years through in person instruction. If it is necessary to pivot back to distance learning due to the pandemic, we have a solid instructional program in place to provide high quality academic instruction to students in literacy, language, and math.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed through local assessment NWEA MAP, an approved CDE assessment tool. NWEA MAP is suited for all students and data will be disaggregated to include pupil with unique needs including English language Learners as we prioritize this subgroup in the 2021-2024 LCAP.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

In reviewing the evidence of both stakeholder feedback and student achievement data, it is imperative that our 21-24 LCAP focus on expanding our enrichment and extra/co curricular programs through the addition of a music program. Associated costs include certificated teaching position, curricular resources, and instruments. As a charter school prioritizes Project Based Learning as a fundamental instructional approach to increase student engagement while focusing on standards based instruction, it is critical that our staff is provided with high quality PBL professional development as not all staff are currently trained and very few are trained from Buck Institute. In reviewing the latest release our suspension and chronic absenteeism dashboard data, we must highly focus on continued implementation of Multi Tiered Systems of Support for academic and behavioral interventions. An additional Education Specialist is needed to further support our students with disabilities subgroup as our special education percentages continue to grow at the school.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	280,938.00	421,889.00
	0.00	12,782.00
LCFF	0.00	177,107.00
LCFF Base	15,019.00	0.00
LCFF Supplemental and Concentration	265,919.00	232,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	280,938.00	421,889.00
	9,500.00	12,782.00
1000-1999: Certificated Personnel Salaries	109,503.00	105,916.00
2000-2999: Classified Personnel Salaries	2,670.00	117,255.00
4000-4999: Books And Supplies	0.00	2,996.00
5800: Professional/Consulting Services And Operating Expenditures	159,265.00	182,940.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	280,938.00	421,889.00
		0.00	12,782.00
	LCFF Base	9,500.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	3,399.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	106,104.00	105,916.00
2000-2999: Classified Personnel Salaries	LCFF Base	1,170.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	1,500.00	117,255.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	2,996.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	177,107.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	950.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	158,315.00	5,833.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	117,018.00	129,258.00
Goal 2	7,244.00	181,986.00
Goal 3	132,860.00	107,649.00
Goal 4	23,816.00	2,996.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$780.00	$7,221.00
Distance Learning Program	$3,000.00	$1,889.00
Pupil Learning Loss	$71,602.00	$222,303.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$75,382.00	$231,413.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$780.00	$7,221.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$780.00	$7,221.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$3,000.00	$1,889.00
Pupil Learning Loss	$71,602.00	$222,303.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$74,602.00	$224,192.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Valley Academy	Donya Ball, Ed.D. Superintendent	dball@theacademiescharters.org (559) 622-3236

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Vision
We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

Mission
The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Motto
Elevating Academics in an Enriching Environment

Our TK-8 instructional approach includes the following elements: multiage grouping, differentiation, projectbased learning (or "PBL"), gifted education for all students, development of scholarly habits of mind, enriched curriculum, social and emotional learning, authentic assessment and mastery orientation, and collaboration in the whole school community. TK was added for the 20-21 school year. Our diverse population includes high achievers in need of additional academic challenges, as well as learners not yet proficient with grade level standards, who need intervention strategies and support.

Expected enrollment for 2021-2022 school year is 398 students. The school is located in southwest Visalia. About 45% of students are socioeconomically disadvantaged and 6% English Language Learners.

Reflections: Successes

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. In reviewing the 2019 California School Dashboard, Sycamore Valley Academy demonstrated significant academic growth according to the California School Dashboard ELA and Math indicators. Both indicators resulted in Green performance levels an improvement from Yellow (ELA) and Orange (Math) from the year prior. The school attributed our growth in this area to our Project Based Learning instructional approach which we will continue to fine tune through professional development and teacher planning time in Professional Learning Communities (PLC).

Reflections: Identified Need

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

According to the 2019 California School Dashboard, the chronic absenteeism indicator resulted in an Orange overall performance level increasing 1.3% from the year prior. The Hispanic subgroup fell in the Red area and students with disabilities and socioeconomically disadvantaged students fell in the Orange performance level. In order to further improve student attendance, the school will focus on engagement strategies including extension of extra and co curricular activities to ensure students are connected beyond the classroom. The suspension indicator is another identified need since suspension rates increased 3.1% from the prior year resulting in an Orange performance level. Hispanic, White, and socioeconomically
subgroups fell in the Orange performance level. In order to address and improve suspension rates, the school is developing a robust academic and behavioral intervention system through our recent learning of Multi Tiered Systems of Support (MTSS).

LCAP Highlights

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

The LCAP will address the following key features outlined in the organization's strategic plan:
All students participate in deep instruction with appropriate support and demonstrate academic growth and achievement. All students are engaged by connecting their interests and learning to develop
awareness of self, community, and world. Teachers, staff, and administrators are supported and empowered to continuously improve their practice for the benefit of themselves, their students and the
greater public education system. The organization operates as a hub of resources, support, and opportunities for its families and greater community.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In order to engage all stakeholder groups including staff, students, and the community, we provided multiple opportunities for involvement including stakeholder survey and monthly virtual forums. The survey information was used to develop the LCAP and the monthly parent forums provided an avenue to present LCAP development process and solicit stakeholder feedback.

Monthly parent forums to provide organizational updates, receive stakeholder input, and answer questions.
July 23 & 24, 2020
August 6 & 7, 2020
September 1 & 2, 2020
October 6 & 7, 2020
November 2 & 4, 2020
December 15 & 16, 2020
January 19 & 20, 2021
February 23 & 24, 2021
March 23 & 24, 2021
April 27 & 28, 2021
May 25 & 26, 2021

21-22 budget priorities meeting with TACMO staff. Receive stakeholder input.
February 25, 2021

Parent, staff, and student completion of organizational climate survey
March 1-10, 2021

Report on summary of survey data.
March 18, 2021- Board Meeting
March 23 & 24, 2021- Parent Forums

Report plans and potential goals to address eight (8) state priorities in the 20-21 LCAP
April 15, 2021- Board Meeting

Public Hearing 21-22 LCAP & Budget Stakeholder input regarding proposed expenditures
June 10, 2021- Special Board Meeting

Approval of 21-22 budget and LCAP

June 17, 2021- Board Meeting

A summary of the feedback provided by specific stakeholder groups.

All certificated teachers, classified staff, and administrators were provided the opportunity to provide stakeholder feedback through both a virtual meeting with the Superintendent and participation in the local climate survey.

A local organization climate survey was administered to students, staff, and parents.
115 students (grades 3-8), 12 staff members, and 168 parents participated in the survey.
The following data was collected:

1. 94% of students, 90% of staff, and 96% of parents agree the school hires and retains highly qualified staff.
2. 89% of students, 100% of staff, and 100% of parents agree the school keeps school facilities well maintained.
3. 92% of students, 100% of staff, and 94% of parents agree the school provides quality instruction for students.
4. 94% of students, 92% of staff, and 90% of parents agree the school provides quality instruction for gifted learners.
5. 99% of students, 42% of staff, and 95% of parents agree the school provides quality instruction for English Language Learners (ELLs).
6. 87% of students, 100% of staff, and 100% of parents agree the school encourages parental involvement.
7. 86% of students, 92% of staff, and 93% of parents agree the school provides quality feedback pertaining to students' academic progress.
8. 79% of students, 75% of staff, and 88% of parents agree that they are satisfied with student(s) academic progress and achievement.
9. 85% of students, 92% of staff, and 95% of parents agree the school engages students in positive activities that lead to academic success.
10. 73% of students, 34% of staff, and 74% of parents agree the school offers students sufficient extra and co curricular activities.
11. 95% of students, 92% of staff, and 100% of parents agree the students and staff are safe at school.
12. 79% of students, 100% of staff, and 92% of parents agree that students are satisfied with their school on a daily basis.
13. 96% of students, 59% of staff, and 88% of parents agree the school has broad course offerings in both core subjects and enrichment opportunities.
14. 84% of students, 92% of staff, and 99% of parents agree the school supports students' character and moral development.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following areas of the LCAP were influences by the data gathered from stakeholder input:

1. Continued implementation of Transitional Kindergarten as part of approved material revision to charter outlined in Goal 1.
2. Development and implementation of academic intervention supports outlined in Goal 1.
3. Expansion of extra and co curricular activities offered to students outlined in Goal 2.
4. Development and implementation of behavioral intervention supports outlined in Goal 2.
5. Improvement of instruction for English Language Learners (ELLs) through Project Based Learning instructional differentiation outlined in Goal 3.
6. Improvement of new teacher professional development to include instruction for gifted learners through development of local employee orientation outlined in Goal 3.

Goals and Actions

Goal

Goal #	Description
1	All students participate in deep instruction with appropriate support and demonstrate academic growth and achievement.

An explanation of why the LEA has developed this goal.

The LEA aims to improve instruction for all students including English Language Learner (ELL) subgroups. Although the LEA has not received dashboard scores for ELA and Math indicators, Blue Oak Academy strives students to be on grade level (Green) for both metrics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Progress on Dashboard Academic Indicators for English Language Arts and Math	All Students ELA - 15.4 points Above Standard (Green), All Students Math- 13.1 points Below Standard (Green) - 2019 Dashboard Results				All Students ELA- 18 points Above Standard (Green), All Students Math- 10 points Above Standard (Green)
English Learner Progress toward English Language proficiency as measured by the ELPAC	42.9% making progress towards English language proficiency = Low				60% making progress towards English language proficiency = High
EL reclassification rate	3 students reclassified				6 students reclassified
Teachers are appropriately assigned	100% of teachers are appropriately assigned and				100% of teachers are appropriately assigned and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and fully credentialed in the subject area and for the pupils they are teaching.	65% are fully credentialed in the subject area and for the pupils they are teaching.				80% are fully credentialed in the subject area and for the pupils they are teaching.
Students have sufficient access to standards-aligned instructional materials.	100% of students have sufficient access to standards-aligned instructional materials.				100% of students have sufficient access to standards-aligned instructional materials.
Pupil outcomes: Students are satisfied with their academic progress through local organizational survey.	79% of students are satisfied with their academic progress.				95% of students are satisfied with their academic progress.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of Transitional Kindergarten (TK)	Tulare County Office of Education approved the material revision for the charter to add TK for the 2020-2021 school year in order to provide early childhood education to four and five year old students. TK will increase instructional opportunities for the LEA to include unduplicated pupils. TK is a self contained classroom.	$82,344.00	Yes
2	Development and implementation of academic interventions as part	The LEA will develop criteria to identify TK-8 students who are in need of academic interventions using local assessment data. Upon identification students will be provided leveled standards based academic support to include unduplicated students.	$70,736.00	Yes

Action #	Title	Description	Total Funds	Contributing
	of Multi Tiered Systems of Support (MTSS)			
3	Instructional staff will utilize local and state student achievement data to inform instructional practices to determine instructional aid support.	Certificated staff will engage in data analysis of TK-8 student achievement data to discuss improved instructional approaches.	$1,326,172.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students are engaged by connecting their interests and learning to develop awareness of self, community, and world.

An explanation of why the LEA has developed this goal.

According to the school's local organization survey, 66% of students are satisfied attending school on a daily basis and 67% of students agree that the school provides sufficient extra and co curricular opportunities. Suspension and chronic absenteeism rates according to the California School Dashboard are in the Orange performance level. By aiming to improve this data, we will achieve the goal of student engagement in the learning process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rate according to P-2 classroom based average daily attendance	95% average daily attendance				97% average daily attendance
Chronic absenteeism rate through California School dashboard	7.8% of students chronically absent				4% of students chronically absent
Middle school dropout rate according to California Department of Education DataQuest	0% middle school dropout				0% middle school dropout

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil suspension rate according to California School dashboard	3.1% suspension rate				2% suspension rate
Pupil expulsion rate according to California Department of Education DataQuest	0% expulsion rate				0% expulsion rate
Pupil, parent, and teacher sense of school safety and school connectedness according to local organization survey	95% of students, 92% of staff, and 100% of parents agree that students and staff are safe at school. 73% of students, 34% of staff, and 74% of parents agree the school offers sufficient extra and co curricular activities.				100% of students, 100% of staff, and 100% of parents agree that students and staff are safe at school. 95% of students, 95% of staff, and 95% of parents agree the school offers sufficient extra and co curricular activities.
School facilities are maintained in good repair to increase engagement to the learning environment as indicated through the local	Annual FIT report-Overall Rating Good, January 2020				Annual FIT report-Overall Rating Good

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
organization survey					
A broad course of study is offered to students according to local organization survey	96% of students, 59% of staff, and 88% of parents agree the organization has broad offerings in both core subjects and enrichment opportunities.				95% of students, 95% of staff, and 95% of parents agree the organization has broad offerings in both core subjects and enrichment opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Development and implementation of behavioral interventions as part of Multi Tiered Systems of Support (MTSS)	Behavior intervention supports will be provided through the site's Multi-tiered System of Support (MTSS). Students in Grades TK-8 identified for support will receive differentiated assistance based on the level of need. Criteria for identification, as well as monitoring of students in need of support will be created and staff will be educated in use of these identification procedures and protocols.	$120,549.00	No
2	Expansion of extra and co curricular activities	Extra and Co-curricular offerings will be expanded to provide opportunities for students including unduplicated pupils to participate in interest-based activities. A staff survey will be conducted to gain information related to possible activities that may be offered.	$24,668.00	Yes
3	Retainment of full time school psychologist	A full time school psychologist was board approved and hired for the 20-21 school year to expand behavior supports and interventions for students as needed.	$70,736.00	No

Action #	Title	Description	Total Funds	Contributing
4	Development and implementation of music program	A part time music teacher will be hired to provide board course offerings for students including unduplicated pupils.	$51,741.00	Yes
5	Facility improvements will made according to Facility Use Agreement (FUA) agreement with Visalia Unified School District	Planned facility improvements include the purchase of new furniture including flexible seating to increase collaboration and engagement opportunities.	$208,979.00	No
6	Expansion of special education certificated teaching staff	A part time Education Specialist will be hired to further support the enrollment growth of our students with disabilities subgroup	$71,912.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Teachers, staff, and administrators are supported and empowered to continuously improve their practice for the benefit of themselves, their students, and the greater public education system.

An explanation of why the LEA has developed this goal.

Staff has provided feedback to the Superintendent that professional development for certificated, classified and administrative staff must be continuous and focused throughout the school year.
Through admin participation in the Leadership and Learning forum through Tulare County Office of Education, organization leaders conduct rounding in which they continuously speak to staff regarding site needs. The need for improved professional development to continuously improve effectiveness of instructional practices has been communicated through the rounding process. Parents who attended the LCAP parent forums also expressed the need to improve teacher training, especially for new teachers at the school site.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs and services developed and provided to individuals with exceptional needs including gifted learners and students with disabilities as measured by local organization survey	94% of students, 92% of staff, and 90% of parents agree the school provides quality instruction for gifted learners. The initial survey did not include question pertaining to quality of instruction for				100% of students, 95% of staff, and 100% of parents agree the school provides quality instruction for gifted learners. 95% of students, 95% of staff, and 95% of parents agree the school provides quality

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with disabilities, therefore this will be included in next year's survey.				instruction for students with disabilities.
Programs and services developed and provided to unduplicated pupils according to local organization survey	99% of students, 42% of staff, and 95% of parents agree the school provides quality instruction for English Language Learners (ELLs).				100% of students, 95% of staff, and 100% of parents agree the school provides quality instruction for English Language Learners (ELLs).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improvement of instruction through Project Based Learning (PBL) professional development for staff	The LEA has contracted with a consultant through the Buck Institute to provide PBL professional development for all instructional staff to improve instructional practices and provide differentiation for students.	$2,000.00	No
2	Continued implementation of new staff orientation	Maintenance of the new staff orientation program to provide on-boarding information and support.	$1,000.00	No
3	Improvement of leadership through administrative professional	Administrators will be ACSA members to provide high quality professional development in a variety of leadership areas.	$3,084.00	No

Action #	Title	Description	Total Funds	Contributing
	development opportunities			

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	The organization operates as a hub of resources, support, and opportunities for its families and greater community.

An explanation of why the LEA has developed this goal.

Our parents and extended families choose to enroll their students in an independent charter school setting instead of their neighborhood school. As parents continue to have choice on where to enroll their student, it is critical that the school provides support and opportunities for families and the community to be equipped to engage with students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Comparing school to local education option as measured by organization climate survey	86% of parents believe the charter school is a better option than their local neighborhood school, 11% of parents state the charter school is an equal option to their neighborhood school, and 3% believe the school is a worse option.				100% of parents believe the charter school is a better option than their local neighborhood school, 0% of parents state the charter school is an equal option to their neighborhood school, and 0% believe the school is a worse option.
Effort the charter school makes to seek parent input according to local organization survey	100% of parents agree that the organization encourages parental involvement.				100% of parents agree that the organization encourages parental involvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation of local organization survey	168 parents completed the local organization climate survey				200 parents will complete the local organization climate survey
Parent participation in monthly parent forums	Parent forums averaged 40 parents in attendance.				Parent forums will average 60 parents in attendance.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Development of fall and spring parent and community workshops	Parent and caregiver workshops will be created to provide families with resources to best support student learning.	$2,000.00	No
2	Utilization of common messaging platform and social media to communicate events and important information to families	Certificated and administrative staff will use Bloomz, a messaging platform to communicate both classroom and school wide announcements and information in addition to social media.	$3,148.00	No
3	Update of school website to provide centralized access of resources	The school website will be continuously updated by Operations Director to provide academic resources, calendars, and parent forms for all families.	$40,295.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7%	$229,489

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In prioritizing English learners, low-income students, and foster youth actions were developed upon first considering the needs of these student populations. Early childhood education research includingTransitional Kindergarten shows that students have higher literacy skills, such as identifying letters and sounds, and more advanced math skills, such as counting objects and completing word problems, than those who did not go to Transitional Kindergarten. Since an achievement gap of unduplicated students is evident, it is critical that the organization is prioritizing activities that support English learner and low income achievement. English learner data is not included on the California dashboard, however we recognize that more English learners are performing below grade level in literacy and math than English only students. The following actions were developed as they are effective in meeting the goals for English learners and low income students. Transitional Kindergarten will provide unduplicated students with access.

to foundational math and literacy skills. The development of academic intervention as part of MTSS will provide unduplicated populations with scaffolded instructional support to help bridge the achievement gap. Through the assessment data analysis process that teachers will be engaged in, they will acquire a better understand of who their students are as learners to inform instructional practices for English learners and low income students. The development of behavioral intervention as part of MTSS will provide unduplicated populations with scaffolded behavioral supports. The increased participation in extra and co curricular opportunities will aid English learners and low income students to feel better connected to the school community. Staff development in the area of Project Based Learning will give teachers tools in providing differentiation and student choice to unduplicated population. Parent workshops developed to include and engage families of English learners and low income students will equip families with support and create a culture of connectedness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Improved services which means to grow services in quality for English learners and low income students include: teacher desegregation of subgroup data to inform instructional practices, the increase of extra and co curricular activities participation, and parent workshops. Each of these actions were currently in place the prior year, however in evaluating the needs of our unduplicated students, these actions are being improved to reach our English learners and low income students at a deeper level. Teachers are currently aware of who their English learners and low income students, however the data analysis will now improve to inform instructional practices. The school currently provides some extra and co curricular activities, however a more refined recruitment of students will include the targeting of unduplicated participation. Parent workshops will be developed keeping the needs of our English learner and low income families including the use of a translator as necessary and providing content specific to these subgroup populations. Increased services which means to grow services in quantity for English learners and low income students include: the continued implementation of Transitional Kindergarten, academic intervention, behavioral interventions, and Project Based Learning professional development for staff. These new services are being added to the school to target the needs of our unduplicated populations.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,933,716.00	$71,912.00		$73,736.00	$2,079,364.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,859,153.00	$220,211.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Implementation of Transitional Kindergarten (TK)	$82,344.00				$82,344.00
1	2	English Learners Foster Youth Low Income	Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS)	$70,736.00				$70,736.00
1	3	All	Instructional staff will utilize local and state student achievement data to inform instructional practices to determine instructional aid support.	$1,326,172.00				$1,326,172.00
2	1	All	Development and implementation of behavioral interventions as part of Multi Tiered Systems of Support (MTSS)	$120,549.00				$120,549.00
2	2	English Learners Foster Youth Low Income	Expansion of extra and co curricular activities	$24,668.00				$24,668.00
2	3	All Students with Disabilities	Retainment of full time school psychologist				$70,736.00	$70,736.00
2	4	English Learners Foster Youth Low Income	Development and implementation of music program	$51,741.00				$51,741.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All	Facility improvements will made according to Facility Use Agreement (FUA) agreement with Visalia Unified School District	$208,979.00				$208,979.00
2	6	Students with Disabilities	Expansion of special education certificated teaching staff		$71,912.00			$71,912.00
3	1	All	Improvement of instruction through Project Based Learning (PBL) professional development for staff				$2,000.00	$2,000.00
3	2	All	Continued implementation of new staff orientation				$1,000.00	$1,000.00
3	3	All	Improvement of leadership through administrative professional development opportunities	$3,084.00				$3,084.00
4	1	All	Development of fall and spring parent and community workshops	$2,000.00				$2,000.00
4	2	All	Utilization of common messaging platform and social media to communicate events and important information to families	$3,148.00				$3,148.00
4	3	All	Update of school website to provide centralized access of resources	$40,295.00				$40,295.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$229,489.00	$229,489.00
LEA-wide Total:	$229,489.00	$229,489.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implementation of Transitional Kindergarten (TK)	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Sycamore Valley Academy Transitional Kindergarten	$82,344.00	$82,344.00
1	2	Development and implementation of academic interventions as part of Multi Tiered Systems of Support (MTSS)	LEA-wide	English Learners Foster Youth Low Income		$70,736.00	$70,736.00
2	2	Expansion of extra and co curricular activities	LEA-wide	English Learners Foster Youth Low Income		$24,668.00	$24,668.00
2	4	Development and implementation of music program	LEA-wide	English Learners Foster Youth Low Income		$51,741.00	$51,741.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools**: Describe how the LEA has or will support 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.
- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.