



Ronald Reagan Charter School Alliance

Board Meeting Agenda
23151 Palomar Street
Wildomar, CA 92595
Phone: (951) 678-5217

<u>Board Members</u>
Roland Skumawitz, President
Ingrid Flores
Elizabeth Halikis
Daniel Leavitt, Secretary/Treasurer
Matthew Roberson

June 12, 2017 @6:00 p.m.

5:00 p.m. – 6:00 p.m. BOARD WORKSHOP - BoardDocs

1.0 CALL TO ORDER

The meeting was called to order by the Board Chair at _____.

2.0 OPEN GENERAL SESSION

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

Other guests present:
John Arndt, Savantco

3.0 PLEDGE OF ALLEGIANCE

4.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:

Comments should be limited to 3 minutes. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

5.0 APPROVAL OF THE AGENDA

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

6.0 INFORMATION SESSION:

6.1 Financial Report (Attachment 6.1)

Presentation of the status of Sycamore Academy finances.
Presented by: John Arndt, SavantCo Education

6.2 Operations Report

Presentation on progression of new parking lot.
Presented by: Laura Girard, Operations Coordinator

6.3 School Report

Update on Sycamore’s education program, assessments, and professional development.
Presented by: Jeff Morabito, Assistant Principal

6.4 Director’s Report

Presentation regarding school administration, current legislation that may impact the school, update on the status of Sycamore Preparatory Academy petition submission to San Bernardino County Board of Education.
Presented by: Barbara Hale, Executive Director/Principal

7.0 ACTION ITEMS:

7.1 LCAP (Attachment 7.1)

The board will review and consider the Local Control and Accountability Plan (LCAP).

Staff recommendation: Staff recommends approval of the LCAP.
Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.2 17/18 Preliminary Budget (Attachment 7.2)

The board will review and consider the 17/18 Preliminary Budget.

Staff recommendation: Staff recommends approval of the budget.
Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.3 Sycamore Preparatory Academy

The board will review and consider resubmitting the Sycamore Preparatory Academy petition with edits recommended by the Chino Valley Unified School District and the San Bernardino County Board of Education.

Staff recommendation: Staff recommends approval of resubmitting the petition.
Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.4 17/18 Personnel Plan (Attachment 7.4)

The board will review and consider the 17/18 Personnel Plan.

Staff recommendation: Staff recommends approval of the Personnel Plan.
Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.5 Con App (Attachment 7.5)

The board will review and consider the Con App.

Staff recommendation: Staff recommends approval of the Con App.
Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.6 Resolution No. 9000.100 for the Annual Meeting (Attachment 7.6)

The board will review and consider the date and time for the Governing Board’s annual meeting.

Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.7 Resolution No. 9000.101 for the 2017/2018 board meeting schedule (Attachment 7.7)
The board will review and consider the schedule for board meetings during the 17/18 school year.

Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

7.8 Teacher Contract (Attachment 7.8)
The board will review and consider the Teacher Contract..

Presented by: Barbara Hale, Executive Director/Principal

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

8.0 INVITATION TO ADDRESS THE BOARD, CLOSED SESSION ITEMS:
Comments should be limited to 3 minutes. Unless an item has been placed on the published agenda in accordance with the Brown Act, there shall be no action taken, nor should there be comments on, responses to, or discussion of a topic not on the agenda. The Board members may: (1) acknowledge receipt of information/report; (2) refer to staff with no direction as to action or priority; or (3) refer the matter to the next agenda.

9.0 CLOSED SESSION
Adjourn to closed session at _____.

10.0 THE GOVERNING BOARD WILL MEET IN CLOSED SESSION TO CONSIDER MATTERS OF STUDENT DISCIPLINE, PERSONNEL MATTERS, LABOR NEGOTIATIONS, LITIGATION AND FACILITIES AND/OR LAND ACQUISITION.

10.1 PUPIL MATTERS – Student Suspensions/Expulsions

10.2 PUBLIC EMPLOYEE EVALUATION – Executive Director

11.0 RECONVENE OPEN GENERAL SESSION
The board reconvened to Open General Session at _____.

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

12.0 REPORT OUT OF CLOSED SESSION, IF APPLICABLE:

13.0 CONSENT CALENDAR

Consent Calendar Items are considered routine and may be enacted by a single motion.

- 13.1 Approval of the Minutes: May 8, 2017 (Attachment 13.1)
- 13.2 Check Register for May 2017 (Attachment 13.2)
- 13.3 Assistant Principal job description (Attachment 13.3)
- 13.4 Director of Operations job description (Attachment 13.4)
- 13.5 Director of Personnel job description (Attachment 13.5)
- 13.6 Director of Student Services job description (Attachment 13.6)
- 13.7 General Education Teacher job description (Attachment 13.7)
- 13.8 Education Specialists job description (Attachment 13.8)
- 13.9 Attendance Clerk job description (Attachment 13.9)
- 13.10 PE Instructor job description (Attachment 13.10)
- 13.11 Maintenance Lead job description (Attachment 13.11)
- 13.12 Custodian job description (Attachment 13.12)
- 13.13 Personnel Clerk job description (Attachment 13.13)
- 13.14 Health Technician job description (Attachment 13.14)
- 13.15 Fiscal Clerk job description (Attachment 13.15)
- 13.16 Media Clerk job description (Attachment 13.16)
- 13.17 Mentor job description (Attachment 13.17)

Motion: _____ Second: _____ Vote: _____

14.0 BOARD COMMENTS:

15.0 ADJOURNMENT

Motion: _____ Second: _____ Vote: _____

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	_____	_____
Dr. Ingrid Flores	_____	_____
Mrs. Elizabeth Halikis	_____	_____
Mr. Daniel Leavitt	_____	_____
Mr. Matthew Roberson	_____	_____

The meeting was adjourned at _____.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE

Notice is hereby given that, consistent with the requirements of the Bagley-Keene Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Sycamore Academy of Science and Cultural Arts

Telephone, (951) 678-5217;

FOR MORE INFORMATION

For more information concerning this agenda, please contact Sycamore Academy of Science and Cultural Arts


Telephone (951) 678-5217.



Sycamore Academy of Science
and Cultural Arts

Financial Report as of May 2017

fppt.com



Balance Sheet

- 2016 to 2017 Assets increased over 48%
 - Cash fiscal management (increased by over \$330K)
 - Starting to track Cash Days on Hand and how to make this better from year to year.
 - Increase in fixed assets (Solar Panels)
 - Increase in A/R from LLC
- 2016 to 2017 Liabilities had little change
 - Current Loans from 2015 paid off in 2016
 - The negative amount in Due to Grantor Governments in 2016 was a PPA on 2016 Audit Report

fppt.com



Profit & Loss

- Due to increase ADA, LCFF (EPA and In-Lieu) Revenue higher
- 2nd Year of SELPA, receiving money sooner
- Federal funds starting to come in
- 1st Apportionment of Facilities Grant money received
- Prop 39 (Energy Efficiency) money received.



Check Register

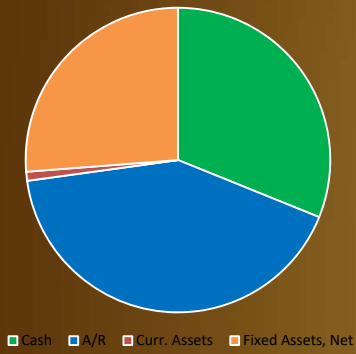
Noted Items

- May 2017
 - CalSTRS – Monthly Contribution (EE & ER)
 - US Bank, N.A – Paying off Loan (Continuous)
 - Kaiser – Monthly Costs

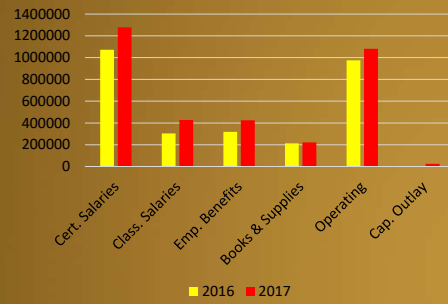


Charts & Graphs

Assets



Expenses YTD



Sycamore Academy of Science and Cultural Arts
Balance Sheet
Year-to-date Comparison
May 2017

		Actual May 2017	Prior May 2016
Assets			
9120	General Operating Account	821,347.59	490,506.60
9122	BofA Petty Cash	6,551.84	483.66
9123	Paypal Account	-	-
9200	Accounts Receivable	928,819.25	693,149.41
9290	Due from Grantor Governments	311,654.00	471,417.16
9299	Inter-Resource Receivable	371,721.32	51,284.67
9330	Prepaid Expenditures (Expenses)	21,969.03	21,650.03
9340	Other Current Assets	-	-
9341	Deposits	-	62,216.78
9420	Land Improvements	736,314.38	547,698.93
9425	Accumulated Depreciation - Land Improvements	(232,172.45)	(202,754.63)
9440	Equipment	10,378.04	10,378.04
9445	Accumulated Depreciation - Equipment	(3,459.40)	(1,383.76)
9450	Work in Progress	11,115.03	-
9460	Building Improvements	201,600.00	-
9465	Accumulated Depreciation - Building Improvements	(1,493.33)	-
	Total Assets	3,184,345.30	2,144,646.89
Liabilities & Fund Balance			
9500	Accounts Payable (Current Liabilities)	273,198.70	353,332.88
9501	Accrued Liabilities	-	10,837.22
9502	Accrued Payroll	542.86	-
9503	Accrued Payroll Taxes	-	-
9504	PERS Payable	4,830.31	3,768.59
9505	STRS Payable	30,665.62	26,075.86
9506	403(b) Payable	-	91.40
9507	Garnishment Payable	-	-
9508	Summer Holdback	72,317.71	67,903.26
9510	Credit Card Payable	(3,462.22)	15,182.01
9590	Due to Grantor Governments	-	(267,903.52)
9599	Inter-Resource Payable	371,721.33	51,284.67
9640	Current Loans	-	193,038.88
9669	Other General Long-Term Debt	-	-
	Total Liabilities	749,814.31	453,611.25
9791	Beginning Fund Balance	2,434,530.99	1,691,035.64
	Total Fund Balance	2,434,530.99	1,691,035.64
	Total Liabilities and Fund Balance	3,184,345.30	2,144,646.89

**Sycamore Academy of Science and Cultural Arts
Profit and Loss Statement
Year-to-date Comparison
May 2017**

Object Description	Prior May 2016	Actual May 2017	Actual YTD Jul - May 2017	2nd Interim Budget 2016-2017	Actual YTD to Budget %	Description of mthly Income & Expenses
8011 LCFF State Aid - Current Year	204,395	244,026	2,270,992	2,586,751	87.79%	Higher due to ADA growth
8012 Education Protection Account State Aid - Current Year	-	-	514,621	669,273	76.89%	2of 4 payments received
8096 Transfers to Charter Schools in Lieu of Property Taxes	64,311	67,628	684,004	785,079	87.13%	
8000-8099 Revenue Limit Sources	268,706	311,654	3,469,617	4,041,103	85.86%	
8181 Special Education Entitlements	-	-	-	61,625	0.00%	
8290 All Other Federal Revenue	44,279	-	50,276	51,231	98.14%	Title I Funds
8100-8299 Federal Revenue	44,279	-	50,276	112,856	44.55%	
8311 Other State Apportionments - Current Year	41,063	24,907	234,972	274,286	85.67%	2nd Year
8545 School Facilities Apportionments	-	-	177,547	355,095	50.00%	2nd One-Time
8550 Mandated Cost Reimbursements	-	-	108,311	108,311	100.00%	2nd One-Time
8560 State Lottery Revenue	-	-	67,221	93,744	71.71%	
8590 All Other State Revenue	-	-	321,754	2,322	13856.76%	
8300-8599 Other State Revenue	41,063	24,907	909,805	833,758	109.12%	
8640 Donations - Private	2,922	-	200	200	100.00%	
8641 Fundraising Revenue	-	-	9,242	16,000	57.76%	
8699 All Other Local Revenue	5,209	15,235	40,605	37,800	107.42%	
8600-8799 Other Local Revenue	8,131	15,235	50,047	54,000	92.68%	
Total Revenue	362,179	351,796	4,479,745	5,041,717	88.85%	
1100 Certificated Teachers' Salaries	112,802	116,309	1,158,895	1,340,000	86.48%	
1200 Certificated Pupil Support Salaries	2,360	8,705	72,809	81,000	89.89%	
1300 Certificated Supervisors' and Administrators' Salaries	18,597	20,591	191,722	205,000	93.52%	
1000 Certificated Salaries	133,758	145,605	1,423,426	1,626,000	87.54%	
2100 Classified Instructional Salaries	12,493	22,602	153,696	154,000	99.80%	
2200 Classified Support Salaries	9,827	1,798	131,070	235,000	55.77%	
2300 Classified Supervisors' and Administrators' Salaries	12,521	9,839	99,761	115,000	86.75%	
2400 Clerical, Technical, and Office Staff Salaries	4,927	9,679	74,337	78,000	95.30%	

	Prior May 2016	Actual May 2017	Actual YTD Jul - May 2017	2nd Interim Budget 2016-2017	Actual YTD to Budget %	Description of mthly Income & Expenses
2900 Other Classified Salaries	1,812	1,786	13,511	13,000	103.93%	
2000 Classified Salaries	41,579	45,704	472,374	595,000	79.39%	
3101 State Teachers' Retirement System, certificated positions	14,142	17,221	170,718	197,000	86.66%	
3102 State Teachers' Retirement System, classified positions	-	-	5,772	12,500	46.18%	
3202 Public Employees' Retirement System, classified positions	1,484	2,808	29,011	38,000	76.34%	
3301 OASDI/Medicare/Alternative, certificated positions	2,597	2,257	20,811	23,000	90.48%	
3302 OASDI/Medicare/Alternative, classified positions	3,151	3,480	33,259	36,000	92.39%	
3401 Health & Welfare Benefits, certificated positions	10,395	12,059	113,390	175,000	64.79%	
3402 Health & Welfare Benefits, classified positions	3,383	4,314	44,928	55,000	81.69%	
3502 State Unemployment Insurance, classified positions	-	-	1,551	3,000	51.71%	
3601 Workers' Compensation Insurance, certificated positions	-	2,842	35,964	45,000	79.92%	
3602 Workers' Compensation Insurance, classified positions	-	964	14,862	21,000	70.77%	
3902 Other Benefits, classified positions	-	-	(91)	-	#DIV/0!	
3000 Employee Benefits	35,152	45,946	470,174	605,500	77.65%	
4000 Books and Supplies	-	-	1,787	1,575	113.44%	
4200 Books and Other Reference Materials	375	860	14,909	3,575	417.04%	
4300 Materials and Supplies	695	2,619	43,009	50,000	86.02%	
4301 Office Supplies	524	220	27,840	29,250	95.18%	
4302 Classroom Supplies	272	2,600	56,313	9,000	625.70%	
4303 Janitorial Supplies	238	-	894	2,500	35.75%	
4305 Instructional Materials and Supplies	449	-	17,613	35,750	49.27%	
4306 PE Supplies	-	-	1,398	3,900	35.85%	
4307 Non-Instructional Materials and Supplies	259	7	43,375	50,500	85.89%	
4310 Uniforms	-	3,976	8,563	5,100	167.90%	
4320 Test Administration	312	-	-	-	#DIV/0!	
4400 Noncapitalized Equipment	-	-	10,163	25,000	40.65%	
4410 Classroom Furniture and Equipment	-	-	2,382	6,500	36.65%	
4420 Computers and Computer Equipment	-	26,229	28,315	130,000	21.78%	
4430 All Other Noncapitalized Furniture and Equipment	227	-	453	-	#DIV/0!	
4700 Food	471	583	4,861	8,000	60.76%	
4000 Books and Supplies	3,822	37,094	261,873	360,650	72.61%	
5000 Services and Other Operating Expenditure	-	-	3,000	3,000	100.00%	
5110 District Oversight Fee	-	-	30,897	40,412	76.46%	
5200 Travel and Conferences	-	-	2,607	4,300	60.62%	
5210 Travel	804	868	9,252	10,000	92.52%	
5212 Travel - Lodging	908	-	2,966	3,500	84.73%	
5213 Travel - Meals & Entertainment	-	-	696	-	#DIV/0!	
5220 Conferences, Conventions and Meetings	25	-	6,440	11,750	54.81%	

	Prior May 2016	Actual May 2017	Actual YTD Jul - May 2017	2nd Interim Budget 2016-2017	Actual YTD to Budget %	Description of mthly Income & Expenses
5300 Dues and Memberships	-	-	7,275	10,500	69.28%	
5301 Dues and Memberships - Professionals	-	-	1,047	2,750	38.07%	
5302 Subscriptions	278	1,131	17,705	29,000	61.05%	
5310 Licenses and Fees	330	1,181	39,499	41,500	95.18%	
5400 Insurance	-	-	8,285	26,000	31.87%	
5450 Other Insurance	-	-	28,325	37,000	76.55%	
5500 Operations and Housekeeping Services	1,177	1,351	16,986	16,750	101.41%	
5510 Janitorial & Gardening Services	-	-	249	500	49.78%	
5520 Security	-	-	613	3,750	16.33%	
5530 Technology Services	-	-	5,400	8,000	67.50%	
5600 Rentals, Leases, Repairs, and Noncapitalized Improvements	771	1,166	12,415	12,500	99.32%	
5605 Equipment Lease	-	-	1	1	100.00%	
5610 Rent, Parking, & Other Occupancy	31,906	54,498	599,934	655,000	91.59%	
5620 Utilities	4,010	3,334	49,311	69,000	71.46%	
5630 Real Estate Taxes	-	-	343	350	98.12%	
5640 Repairs & Maintenance - Buildings	-	-	4,946	5,000	98.91%	
5641 Repairs & Maintenance - Equipment	-	-	43	350	12.34%	
5800 Professional/Consulting Services and Operating Expenditures	4,722	9,373	100,469	71,250	141.01%	
5810 Accounting	-	-	12,445	36,000	34.57%	
5812 Accreditation/Third Party Review	150	-	-	-	#DIV/0!	
5813 Business Services	10,000	10,000	108,196	120,000	90.16%	
5815 Bank Charges	1,212	-	3,511	4,000	87.77%	
5816 Payroll Fees	533	741	12,344	16,000	77.15%	
5830 Legal	280	3,500	32,500	40,000	81.25%	
5836 Fingerprinting	-	-	1,252	5,000	25.04%	
5840 Professional Development	-	-	8,815	47,000	18.76%	
5843 Student Field Trips	8,178	9,406	22,183	24,000	92.43%	
5852 Contract Labor	-	2,190	17,507	73,900	23.69%	
5870 Special Education Encroachment	173	-	1,014	1,100	92.22%	
5875 Student Assessment	-	-	259	-		
5900 Communications	-	-	331	1,300	25.48%	
5910 Outreach & Communications	-	101	201	600	33.52%	
5911 Recruitment Advertising	3,702	-	2,063	-	#DIV/0!	
5920 Postage, Shipping, and Delivery	23	-	1,494	4,000	37.35%	
5930 Printing & Copying	4,849	-	-	-	#DIV/0!	
5940 Telephone & Telecommunications	381	859	9,617	10,000	96.17%	
5950 Fundraising	66	10,516	13,523	8,500	159.09%	
5000 Other Services and Operations	74,478	110,215	1,195,957	1,453,563	82.28%	
6900 Depreciation Expense	1,914	3,281	28,342	29,500	96.07%	
6000 Capital Outlay	1,914	3,281	28,342	29,500	96.07%	

Total Expenditures
NET INCOME (LOSS)

Prior May 2016	Actual May 2017	Actual YTD Jul - May 2017	2nd Interim Budget 2016-2017	Actual YTD to Budget %	Description of mthly Income & Expenses
290,704	387,844	3,852,147	4,670,213	82.48%	
71,475	(36,049)	627,599	371,504	168.93%	

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sycamore Academy of Science and Cultural Arts		
Contact Name and Title	Barbara Hale	Email and Phone	b.hale@sycamoreacademycharter.org 951-678-5217

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Sycamore Academy currently serves students in Southwest Riverside County. In addition to the city of Wildomar, Students come from surrounding cities including Lake Elsinore, Murrieta, Temecula, Menifee, Perris and Winchester. The area is mostly suburban and rural. The landscape is uniquely positioned South of Los Angeles, North of San Diego, East of the beaches and West of the San Bernardino mountains.

Sycamore Academy of Science and Cultural Arts is a highly collaborative environment creating the highest quality learning community for our students. Our focus is always on meeting the individual needs of each and every child; socially, emotionally and academically. In doing so, we develop strong relationships with our families.

As a California Public Charter school, we operate independently of any district, however, we have a strong relationship with our authorizing district, Lake Elsinore Unified School District. LEUSD honors parent choice in education and supports our innovative option for the community.

The faculty of Sycamore Academy have been immersed in the Common Core Standards and Next Generation Science Standards and developed a student-centered, problem-based, experiential, collaborative curriculum plan aligned to Common Core and Next Generation expectations. Additionally, we have continued to increase the technology available to students and the necessary technology training throughout our school to ensure that every child has the opportunity to grow his/her skills in preparation for academics and careers in the 21st Century.

The Ronald Reagan Charter School Alliance, governing board to Sycamore Academy, has emphasized the need to obtain real property for the students we serve. During the 2013-2014 school year, the board and administration worked diligently to secure funding and locate property with the intent on building a new school site. In September of 2015, we moved into our beautiful new site in Wildomar, CA., in time for the 2015-16 school year.

Service Learning projects are as important to the provider as they are to the recipient. Through Service Learning, students learn important organization, leadership, management and interpersonal skills, in addition to learning about the community and population that they are serving. Sycamore Academy consistently supports several outreach and charity organizations, however, we also support student generated and student led projects. Over our brief history students have initiated disaster relief support, animal shelter drives, community food and clothing collections and several other community benefit events.

Each Friday we gather as a school to recognize successes within our learning community and enjoy student

performances. Our students develop personal and academic goals at the beginning of each year and receive recognition as each goal is achieved. Students are provided the opportunity to perform in front of the school and celebrate each other's unique talents. The Sycamore Academy LCAP was designed with increased student academic achievement as the guiding premise behind each of the three goals. The goals are also aligned with the mission and vision of the school and are goals for the state, county and local school district as well. One of the fundamental goals is to increase parent understanding of Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system. Another goal is promoting student engagement and academic achievement through regular school attendance. These two goals are supports to the final goal for all students to demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement.

LCAP HIGHLIGHTS

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

The Sycamore Academy LCAP was designed with increased student academic achievement as the guiding premise behind each of the three goals. The goals are also aligned with the mission and vision of the school and are goals for the state, county and local school district as well. One of the fundamental goals is to increase parent understanding of Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system. Another goal is promoting student engagement and academic achievement through regular school attendance. These two goals are supports to the final goal for all students to demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement.

REVIEW OF PERFORMANCE

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

Performance on the 2016 SBAC test indicate that students did progress toward mastery of the Common Core State Standards in literacy as 43% of the students met or exceeded standards as compared to 26% in 2015. According to the California School Dashboard, all significant subgroups "Increased Significantly" in ELA.

In addition to the academic successes, Sycamore Academy is proud of the positive student culture that is evident in the suspension rate for all 5 sub-groups.

The Dashboard Performance Levels is blue. The blue pie chart shows all five of five segments colored Blue. Blue is the highest performance level.



Below is a copy of the Suspension Rate Report as it appears on the California School Dashboard.

GREATEST PROGRESS

	Student Performance	Number of Students	Status	Change
<u>All Students</u>		442	Very Low 0%	Maintained 0%
<u>English Learners</u>		23	Very Low 0%	Maintained 0%
<u>Foster Youth</u>		N/A	N/A	N/A
<u>Homeless</u>		N/A	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		144	Very Low 0%	Maintained 0%
<u>Students with Disabilities</u>		45	Very Low 0%	Maintained 0%
<u>African American</u>		19	Very Low 0%	Maintained 0%
<u>American Indian</u>		5	*	*
<u>Asian</u>		9	*	*
<u>Filipino</u>		1	*	*
<u>Hispanic</u>		183	Very Low 0%	Maintained 0%
<u>Pacific Islander</u>		1	*	*
<u>Two or More Races</u>		44	Very Low 0%	Maintained 0%
<u>White</u>		180	Very Low 0%	Maintained 0%

Performance Levels Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

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

GREATEST NEEDS

All subgroups made significant improvement in Math and ELA yet still all subgroups are below level 3 in both Math and ELA.

After analyzing the data provided by the California School Dashboard, the group of students that are in the greatest need is the Students with Disabilities in the area of math. According to the California School Dashboard, the Students with Disabilities “Increased Significantly” by 55 points in math but are still 99 points away from achieving level 3. The 99-point gap to achieve level 3 is the largest gap by any subgroup in any content area according to the dashboard.

To address this deficit and in an effort to bring all subgroups, including the Students with Disabilities, to level 3, the school has done the following:

Increased the amount of in class support the students with receive with mentors.

Increased the ratio of computers to students for students in grades 3-8, to reach 1:1

Added optional after school tutoring with a credentialed Education Specialist

Held additional training on the SBAC toolbar accommodations so that the students would be more familiar with the accommodations during the assessment.

The greatest change, and a change that will likely have a great impact on student achievement is the grade level classroom configuration of the school. Prior to the 2017/18 school year, Math and ELA have been taught in a multi-age classroom setting. Beginning with 2017/18, Math and ELA instruction will be given in a single

grade setting, allowing greater emphasis on grade level Common Core State Standards.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

According to the California School Dashboard, all subgroups in all academic areas score in level 2. Therefore, there is not a student group that was two or more performance levels below the "all student" performance in any content area or in the area of Suspension Rate.

In light of the dashboard data, and recognizing the importance of identifying performance gaps as a first step in making academic progress in an area of weakness, Sycamore Academy has decided to recognize the performance gap for all students in math as compared to ELA.

To address this performance gap, the school has done the following:

Increased the amount of in class support the students receive with mentors.

Increased the ratio of computers to students for students in grades 3-8, to reach 1:1

Arranged math proficiency blocks to be four times a week, ability based and with a student to teacher ratio of 15:1.

Added Jump Math as the approved math curriculum.

Administer end of unit Jump Math assessments on EADMS to give the students practice with an on-line assessment program that is similar to the SBAC assessments.

INCREASED OR IMPROVED SERVICES

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

By the end of the 2016/17 school year, and for all subsequent school years, all students in grades 2-8 will have access to a computer at all times throughout the school day. Not only has the school achieved a 1:1 student to computer ratio in grades 2-8, the school has invested in state of the art computer based educational curriculum to support student academic achievement. The consistent access to computers and computer based learning will help the low-income and foster youth that may not have consistent access to computers away from the school. Much of the computer based curriculum used by Sycamore Academy is specifically designed to encourage English language acquisition for English learners.

Also, a change that will likely have a great impact on student achievement is the grade level classroom configuration of the school. Prior to the 2017/18 school year, Math and ELA have been taught in a multi-age classroom setting. Beginning with 2017/18, Math and ELA instruction will be given in a single grade setting, allowing greater emphasis on grade level Common Core State Standards.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 4,331,727
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$205,000

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

Annually, the Governing Board for the Sycamore Academy of Science and Cultural Arts adopts a budget that covers the next fiscal year. The Governing Board approves the district's Local Control and Accountability Plan (LCAP) which outlines the resources allocated in support of the goals in the plan. The LCAP adopted by the Board each year includes the budgeted amounts for each action or service identified. This document provides a high-level summary of the allocations and projected expenditures.

Throughout the year, adjustments are made to the working budget due to changes in scope of service, costs of staffing, supplies, and contracts, etc. While budgets are monitored during the year, it is not unusual for the projected expenditures to differ from the originally budgeted amounts. Within the Annual Update (which is a part of the LCAP each year), differences of 10% or more in any action/service line are explained.

\$ 4,358,203	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

GOAL #1

All students will demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Charter Specific

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All students will demonstrate progress toward mastery of the Common Core State Standards in literacy and mathematics as evidenced by multiple measures of student achievement including local and/or state assessments.

ACTUAL

- Performance on the 2016 SBAC test indicate that students did progress toward mastery of the Common Core State Standards in literacy as 43% of the students met or exceeded standards as compared to 26% in 2015.
- Performance on the 2016 SBAC test indicate that students also progressed toward mastery of the Common Core State Standards in math as 29% of the students met or exceeded standards as compared to 18% in 2015.

Subject	15/16	14/15	Result
ELA	43%	26%	Met
MATH	29%	18%	Met

- The data cited is the most current.

ACTIONS / SERVICES

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

1

Action

<p>PLANNED Administration of common assessments, vertically articulated and aligned to SBAC assessments. These will be administered throughout the year in addition to local formative assessments for progress monitoring and remediation as appropriate.</p>	<p>ACTUAL An assessment and analysis schedule was created and implemented. Teachers participated in PLC's to analyze student data in order to determine appropriate strategies for remediation including additional small group instruction, one on one intervention with a teacher and tutoring.</p>
<p>BUDGETED \$20,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$3,000 To IO Education for Jump Math Unit test conversion. \$4,300 Subscription for Education Assessment Data Management System \$13,500 Personnel</p>
<p>PLANNED Provide training for faculty and support staff in the understanding and implementation of instructional strategies in order to help students in all academic areas including math and ELA and to support academic development according to the range of rigor and format found in the SBAC testing.</p>	<p>ACTUAL Ongoing training during professional development for faculty and support staff in the understanding and implementation of instructional strategies included Visible Learning, Jump Math and IXL for math and ELA. Training and the use of EADMS was used to support academic development according to the range of rigor and format found in the SBAC testing.</p>
<p>BUDGETED \$20,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$8,000 for PLC \$5,000 for outside training</p>
<p>PLANNED Education specialist and general education teachers will collaborate to provide accommodations, modifications and support services for students with special needs.</p>	<p>ACTUAL Education specialists and general education teachers collaborate to provide accommodations, modifications and support services for students with special needs during Tuesday morning team planning sessions and Friday afternoon professional development and team planning sessions.</p>
<p>BUDGETED \$10,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$10,000 Ongoing training, collaboration, assessment, review and meeting time.</p>

Actions/Services

Expenditures

Actions/Services

Expenditures

Actions/Services

Expenditures

<p>PLANNED Acquire database service for the collection, organization and reporting of assessment data for all students.</p>	<p>ACTUAL Administration, faculty and staff received training in order to facilitate reporting of assessment data several ways, including:</p> <ul style="list-style-type: none"> • PowerSchool • CAASP Training, • ETS Training, • LCAP creation and reporting training • EADMS consultations and user conference
<p>BUDGETED \$15,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$15,000 For training</p>
<p>PLANNED Provide Teacher Induction program for faculty possessing a preliminary credential</p>	<p>ACTUAL All teachers that have not yet received a cleared credential were part of an induction program (CTIP).</p>
<p>BUDGETED \$40,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$8,000 RCOE for CTIP program \$6,500 Stipends for CTIP mentors</p>
<p>PLANNED Faculty professional development in the organization, review and analysis of assessment data to determine adjustments to instruction and addition of support services for under-achieving students</p>	<p>ACTUAL Ongoing training of faculty during professional development in the organization, review and analysis of assessment data to determine adjustments to instruction and addition of support services for under-achieving students. IXL and EADMS were used to help determine which students were underachieving in both math and ELA.</p>
<p>BUDGETED \$20,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$20,000 Ongoing training, collaboration, assessment, review and meeting time.</p>
<p><u>Actions/Services</u></p>	
<p>Expenditures</p>	
<p><u>Actions/Services</u></p>	
<p>Expenditures</p>	
<p><u>Actions/Services</u></p>	
<p>Expenditures</p>	

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Goal #1 was for all students to demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement. To achieve this goal, the faculty and staff was provided training and support in the understanding and implementation of instructional strategies in order to help students in all academic areas including math and ELA and to support academic development according to the range of rigor and format found in the SBAC testing.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Performance on the 2016 SBAC test indicate that students did progress toward mastery of the Common Core State Standards in literacy as 43% of the students met or exceeded standards as compared to 26% in 2015. Performance on the 2016 SBAC test indicate that students also progressed toward mastery of the Common Core State Standards in math as 29% of the students met or exceeded standards as compared to 18% in 2015.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>During the budget process, Sycamore Academy budgets expenses high, in order not to be surprised or run over budget. During the academic and fiscal year, Sycamore Academy is constantly striving to give a better education experience at a lower cost. We try and find ways to maximize the budget so that the students can have a well-rounded experience in the classroom. When budgeting for goal #1, the school estimated a higher number of teachers that would be in the CTIP program. For the 2016/17 school year several of the teacher positions that were filled, were filled with teachers that had a California Cleared Credential and did not need to participate in the CTIP program, thus saving the school money.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>The students of Sycamore Academy are making progress and academic success in the areas of ELA and math as measured by the SBAC testing. The SBAC assessment results from the students of Sycamore Academy compare well to the surrounding schools, authorizing school district and the state of California although the majority of students participating in the SBAC assessment still need to demonstrate progress toward mastery of the Common Core State Standards, making goal #1 still relevant and necessary without any changes. There have not been changes made to this goal.</p>

Goal 2

GOAL #2

Improve the attendance rate for all students with below average attendance rates.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Charter Specific

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Achieve a school wide attendance rate greater than 97% as reported on P1, P2 and P-annual

ACTUAL

According to the P1, P2 and P-annual reports

Year	16/17	15/16	Result
P1	95.4%	95.63%	Not Met
P2	96.67%	94.95%	Not Met
PA	N/A		UNK

- The data cited is the most current.
- Results for P-annual is part of the goal. The 2016/17 P-annual data is not available at the time of publishing. Internal attendance data indicates that the P-annual will be greater than the goal of 97%.

<p>PLANNED Review and edit Attendance Policy, Parent-Student Handbook and Safe School Plan to align in support of improved student attendance.</p>	<p>ACTUAL The attendance Policy, Parent-Student Handbook and Safe School Plan were aligned in order to support improved student attendance. School Site Council was included in the development and alignment of the attendance policy.</p>
<p>BUDGETED \$25,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$25,000 For training, meetings, personnel related costs and legal consultation,</p>
<p>PLANNED Establish procedures for intervention for students with lower than allowable rates of attendance and assign specific staff to monitor.</p>	<p>ACTUAL Call parents when students have been absent for consecutive days. Ensuring attendance in the class is taken on time and is accurate. Send weekly attendance letters to students that are frequently tardy and absent. Hold meetings with parents and students that are frequently tardy and absent.</p>
<p>BUDGETED \$30,000 GP/LC</p>	<p>ESTIMATED ACTUAL \$30,000 For personnel related costs, meetings, school messenger communication system</p>
<p>PLANNED Provide ongoing communication and education for all parents regarding the law and importance of school attendance including explanation of the school attendance policy</p>	<p>ACTUAL Attended the "Reducing Chronic Absenteeism" workshop at the RCOE. Updated the school's attendance policy. Called parents that are in violation of the attendance policy and explain to them the harmful effects of chronic absenteeism. Spoke to the students that were chronically absent or tardy to let them know the importance of regular school attendance. Held SART meetings for students that are in violation of the attendance policy.</p>

Actions/Services

Expenditures

Actions/Services

Expenditures

Actions/Services

BUDGETED

\$10,000 GP/LC

Expenditures

ESTIMATED ACTUAL

\$10,000 For personnel related costs, meetings, school messenger communication system

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Goal #2 was to improve the attendance rate for all students with below average attendance rates. In an effort to achieve this goal, the attendance policy was updated with the goal of improving attendance for those with below average attendance. Administration and staff received training at the "Reducing Chronic Absenteeism" workshop at the RCOE. Administration and staff communicated with families and students with below average attendance by mail, email, phone calls and conferences.</p>	<p>As reported on P1, P2, the school wide attendance rate is less than the goal of 97%. *results for P-annual is part of the goal. The 2016/17 P-annual data is not available at the time of publishing. Internal attendance data from Powerschool (SIS) indicates that the P-annual will likely be equal to the goal of 97%.</p>
<p>During the budget process, Sycamore Academy budgets expenses high, in order not to be surprised or run over budget. During the academic and fiscal year, Sycamore Academy is constantly striving to give a better education experience at a lower cost. We try and find ways to maximize the budget so that the students can have a well-rounded experience in the classroom. In the case of goal #2, we were able to stay on budget for the 2016/17 school year.</p>	<p>There have not been changes made to this goal. It is consistent with the goal of overall academic success for students to have an attendance rate of at least 97%, making goal #2 still relevant and necessary without any changes.</p>

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 3

GOAL #3

Increase parent understanding of CCSS, accountability and charter schools.

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL Charter Specific

State and/or Local Priorities Addressed by this goal:

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Parent Survey results will demonstrate parents will increase their knowledge of CCSS, SBAC and charter schools.

ACTUAL

According to the qualitative data, results received from feedback and surveys at the three PIE nights held to disseminate information and increase parent knowledge of the CCSS, SBAC and charter schools, Sycamore parents have in fact increased their knowledge in all three areas. The 2016/17 PIE Night summary indicates that parents want the meeting to continue to be held and increase in frequency. Parents have voiced that they would like to be included in the process of training other parents in the three key areas identified in the LCAP and would do so in future PIE Nights. A summary of the three PIE Nights is included with the WASC binder.

Action

1

PLANNED

Provide information sessions for parents to learn about California Common Core State Standards, Smarter Balanced assessments, and California Assessment of Student Performance and Progress.

ACTUAL

In September, two teacher work days were dedicated to conferencing with the parents of every student to discuss Common Core State Standards, Smarter Balanced assessments, the California Assessment of Student Performance and Progress and information regarding Charter Schools.

On November 7, 2016 and November 16, 20016 and April 27, 2017,

Actions/Services

Sycamore Academy held a Parent Information Exchange (P.I.E.) discussing Common Core State Standards, Smarter Balanced assessments, and California Assessment of Student Performance and Progress and information regarding public Charter Schools.

BUDGETED
\$10,000

ESTIMATED ACTUAL
\$4,300 For Education Assessment Data Management

Expenditures

ACTUAL
 The school staff provided informational resources to the participants of the Parent Information Exchange meetings. At each of those nights, parent feedback was solicited and received. The information garnered from these meetings was used to guide the schoolwide focus.

PLANNED
 Provide resources to parents for self-review of information about California Common Core State Standards, Smarter Balanced assessments, and California Assessment of Student Performance and Progress.

BUDGETED
\$5,000

ESTIMATED ACTUAL
\$5,000 For materials and costs related to Parent Information Events.

Actions/Services

Expenditures

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Goal #3 was to increase parent understanding of Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system. In an effort to achieve this goal, faculty and staff has received training and ongoing support in the Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system and how to support families with this information.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>According to the parent Survey results, parents have increased their knowledge of Common Core State Standards, school accountability and the overall purpose and function of charter schools and the vital role they play in the public-school education system.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>During the budget process, Sycamore Academy budgets expenses high, in order not to be surprised or run over budget. During the academic and fiscal year, Sycamore Academy is constantly striving to give a better education experience at a lower cost. We try and find ways to maximize the budget so that the students can have a well-rounded experience in the classroom. When budgeting for goal #3, the school estimated higher costs related to the potential expenses for the Parent information nights. The school held 3 PIE nights, the first on November 7, 2016 then November 16, 20016 and finally on April 27, 2017. The school was able to hold these informative meetings while keeping the expenses under budget.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>It is consistent with the goal of overall academic success for parents to be active participants in their child's education. Understanding the Common Core State Standards, school accountability and the vital role that their student's charter school plays in the student's education, will contribute to the parent's ability to assist their child in academic progress. It was discussed at each PIE night the relevance of the meetings. At each night, the parents overwhelmingly asked to continue to have the meetings as they are the best way for parents to learn about Charter Schools, accountability and CSS making goal #3 still relevant and necessary without any changes. There have not been changes made to this goal</p>

Stakeholder Engagement

LCAP Year 2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

In September of 2016, the faculty and staff analyzed student performance data and compared it to the goals outlined in the 2016-17 year LCAP and the school's charter. The information was aligned to the State goals and a framework for stakeholder discussion was created.

The School Site Council (SSC) was engaged in the winter. The SSC maintains a 50—50 parent to staff participation. The council reviewed the beginning data as well as the end of first trimester data to determine any changes to the plan necessary to meet the LCAP goals.

Survey information collected at the end of the 2014-15 school year was reviewed and plans to address areas identified as areas of weakness were made. SSC began discussion around changes to the 2015-16 survey.

Multiple parent information nights were held throughout the year to explain the CCSS, SBAC, LCAP, and LCFF. Parents were notified of these events via social media, School Messenger emails, phone calls and written notices. At the events, faculty and administration presented information, examples and resources to the participants. Resources available to those that attended the meetings include: The School's Charter, mission and vision statements, ESLRS, LCAP, Dashboard data, SBAC data, EADMS and other local assessment data. Question and answer periods were facilitated.

The school staff provided informational resources to the participants.

At each of those nights, parent feedback was solicited and received. The information garnered from these meetings was used to guide the schoolwide focus.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Sycamore Academy engaged multiple groups in order to obtain feedback and collaborate with a diverse array of stakeholders within our learning community. Priority was made to meet with representatives of unduplicated pupils and other special populations beginning in September and Continuing throughout the year.

The final LCAP parent meeting was held on April 27, 2017 and well attended by stakeholders including students, parents and staff. The meeting was held in a "Town Hall" format that was moderated by the Assistant Principal and all stakeholder groups, including students, participated in the meeting.

At this meeting, the 2017/18 LCAP in progress was discussed as well as the current California School Dashboard. At the town hall, the areas of greatest progress, greatest need and performance gaps were discussed in detail with recommendations on how to report the areas on the LCAP. Feedback from the meeting had an impact on the LCAP as it was decided not to change, delete or add any goals, but to continue on in the goals that were already set in the 2015/16 LCAP. The groups involved in the process believed that it was important for all subgroups to attain a level 3 on the School Dashboard in both Math and ELA.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
GOAL #1		
All students will demonstrate progress toward mastery of Common Core State Standards as demonstrated on multiple measures of student achievement.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Charter Specific

Identified Need

All students will demonstrate progress toward mastery of the Common Core State Standards in literacy and mathematics as evidenced by multiple measures of student achievement including local and/or state assessments.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Schoolwide CAASPP results	43% of student's standard met or exceeded in ELA and 29% of student's standard met or exceeded in math.	Each grade level will increase the percentage of students who score at the "met" or "exceeded" level in ELA and Math by 1% over the prior year in ELA and Mathematics.	The number of years addressed in the LCAP may align with the charter schools budget, which is one year. Year 2 and year 3 are not applicable.	The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<p><input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>Several actions and services have been modified to address the goals of the LCAP.</p> <ol style="list-style-type: none"> 1. A change that will likely have a great impact on student achievement is the grade level classroom configuration of the school. Prior to the 2017/18 school year, Math and ELA have been taught in a multi-age classroom setting. Beginning with 2017/18, Math and ELA instruction will be given in a single grade setting, allowing greater emphasis on grade level Common Core State Standards. 2. Teaching and learning from CCSS aligned materials. 3. Administration of common assessments. 4. Access to supplemental books and classroom materials. 	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable</p>	<p><input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <p>The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable</p>

5. Provide small group and after school tutoring...

BUDGETED EXPENDITURES

2017-18

Amount \$20,000

Source Other State Revenue LCFF Base

Budget Reference 1100, 1200, 1300, 5220, 5840

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Action 2

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

Students to be Served
Location(s)

- All Students with Disabilities [Specific Student Group(s)] _____
- All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served
Location(s)

- English Learners Foster Youth Low Income
- Scope of Services
- All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide training for faculty and support staff in the understanding and implementation of instructional strategies in order to help students in all academic areas including math and ELA and to support academic development according to the range of rigor and format found in the SBAC testing.
Ensure all teachers have access to new Common Core implementation and instructional strategies training for the specific textbooks, workbooks, and supporting materials that are used in their classrooms.

2018-19

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount

\$20,000

Source

LCFF Base

Budget Reference

1100,1200,1300,4000,4200,4300,430
5,4420,5220,5840

2018-19

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

2019-20

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

3

Action

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Administration, general education teachers, special education teachers, contracted guest teachers and academic consultants, will collaborate to provide accommodations, modifications and support services for students with special needs.

2018-19

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount

\$20,000

2018-19

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one

2019-20

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one

Source	LCFF Base	Source	year. Year 2 and year 3 are not applicable
Budget Reference	1100,1200,1300,4000,4200,4300,430 5,4420,5220,5840	Budget Reference	year. Year 2 and year 3 are not applicable

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Use multiple education database services for the collection, organization and reporting of assessment data for all students.
Administration, faculty and staff to receive training in order to facilitate reporting of assessment data several ways, in order to differentiate instruction based on the needs of the individual student

2018-19

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$15,000	Amount	The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable	Amount	The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable
Source	LCFF Base	Source		Source	
Budget Reference	1100,1200,1300,2100,2200,2300,240 0,2900,4000,4200,4300,4305,4420, 5220,5840	Budget Reference		Budget Reference	

Action **5**

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

Students to be Served
Location(s)

All Students with Disabilities [Specific Student Group(s)]

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide Teacher Induction program for faculty possessing a preliminary credential.

2018-19

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount

\$40,000

Source

LCFF Base

Budget Reference

1100,1200,1300, 5220,5840

2018-19

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

2019-20

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

Action

6

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

Students to be Served

All

Students with Disabilities

[Specific Student Group(s)]

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____ Specific Grade

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Faculty professional development in the organization, review and analysis of assessment data to determine adjustments to instruction and addition of support services for under-achieving students in both math and ELA.

2018-19

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount

\$20,000

2018-19

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source	LCFF	Source	Source
Budget Reference	1100,1200,1300,2100,2200,2300,2400,2900,4000,4200,4300,4305,4420,5220,5840	Budget Reference	Budget Reference

New
 Modified
 Unchanged

Goal 2

GOAL #2
 Improve the attendance rate for all students with below average attendance rates.

State and/or Local Priorities Addressed by this goal:
 STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Charter Specific

Identified Need
 Achieve a school wide attendance rate greater than 97% as reported on P1, P2 and P-annual

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Daily attendance, P1, P2 and P-annual	2016/17 P1 95.4% 2016/17 P2 96.67% P-Annual is not recorded at time of submission.	2016/17 P1 96% 2016/17 P2 97% 16/17 P-Annual to be a .005% increase up to 97%	The number of years addressed in the LCAP may align with the charter schools budget, which is one year. Year 2 and year 3 are not applicable.	The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable.

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Group(s)
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide ongoing communication and education for all parents regarding the law and importance of school attendance including explanation of the school attendance policy. Provide information about chronic absenteeism to students and parents through PIE (Parent Information Exchange) nights.

2018-19

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

LCFF Base

Budget Reference

1100,1200,1300,2400,5220,5830

2018-19

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

2019-20

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

Action

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Group(s)
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged
 Establish a SART meeting that will also be an attendance intervention meeting and SARB hearing process that follows the guidelines set out by Riverside County District Attorney's office policies and procedures regarding SART meetings and SARB hearings.

2018-19

New Modified Unchanged
 The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged
 The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount \$30,000
 Source LCFF Base
 Budget Reference 1100,1200,1300,2400,5220,5830

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference
 The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income
 Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Group(s)
 Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide ongoing communication and education for all parents regarding the law and importance of school attendance including explanation of the school attendance policy. Provide information about chronic absenteeism to students and parents through PIE (Parent Information Exchange) nights.

2018-19

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

2019-20

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount	\$10,000
Source	LCFF Base
Budget	1100,1200,1300,2400,5220,5830

2018-19

Amount	
Source	
Budget	

2019-20

Amount	
Source	
Budget	

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

New
 Modified
 Unchanged

Goal 3

GOAL #3
 Increase parent understanding of CCSS, accountability and charter schools.

State and/or Local Priorities Addressed by this goal:
 STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Charter Specific

Identified Need
 Parent Survey results will demonstrate parents will increase their knowledge of CCSS, SBAC and charter schools..

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>End of year parent survey results, feedback results from PIE Nights, Town Halls and SSC surveys.</p>	<p>According to the qualitative data, results received from feedback and surveys at the three PIE nights held to disseminate information and increase parent knowledge of the CCSS, SBAC and charter schools, Sycamore parents have in fact increased their knowledge in all three areas, but still 1 in 3 parents doesn't fully understand CCSS, SBAC or charter schools</p>	<p>For the 2017/18 school year, Sycamore Academy will be holding monthly "town hall" style meetings to disseminate information and increase parent knowledge of the LCAP, CCSS, SBAC and charter schools. The expectation is that parent knowledge will increase from 33% to 50%</p>	<p>The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable.</p>	<p>The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable.</p>

1
Action

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Provide information sessions for parents (Parent Information Exchange) to learn about Charter Schools, California Common Core State Standards, Smarter Balanced assessments, and California Assessment of Student Performance and Progress through monthly Town Hall style meetings.	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount: \$10,000

Source: LCFF

Budget Reference: 1100,1200,1300,2100,2200,2300,2400,2900,4305,4307

Amount

Source

Budget Reference

Amount

Source

Budget Reference

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Action 2

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

Students to be Served: All Students with Disabilities [Specific Student Group(s)]

Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served: English Learners Foster Youth Low Income

Scope of Services: LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s): All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Provide resources to parents for self-review of information about Charter Schools, California Common Core State Standards, Smarter Balanced assessments, and California Assessment of Student Performance and Progress.

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

New Modified Unchanged

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

BUDGETED EXPENDITURES

2017-18

Amount

\$5,000

Source

LCFF Base

Budget Reference

1100,1200,1300,2100,2200,2300,240
0,2900,4305,4307

2018-19

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

2019-20

Amount

The number of years addressed in the LCAP may align with the term of the charter schools budget, which is one year. Year 2 and year 3 are not applicable

Source

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$ 227,639.00

Percentage to Increase or Improve Services:

5.28 %

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

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

In 2017-18, the projected Unduplicated Pupil percentage is estimated to be 32%. In line with the mission and vision of the school's charter, Sycamore Academy has determined that the most efficient use of funds is to provide supplemental services in a school-wide manner ensuring that all students including the targeted student population receives support. Although supplemental services will be implemented in a schoolwide manner, Sycamore Academy will proportionally fund the projects with supplemental funds and general LCFF funds for all students.

In effort to meet both State priority areas for supplemental educational services for Unduplicated Pupils and the LCAP goals, the following school-wide actions/services will be reassessed for effectiveness and implemented to support all students, especially the Unduplicated Pupils. These services include but are not limited to:

- All students will be academically assessed frequently and the data will be evaluated to ensure appropriate interventions are put into place in order to support student achievement.
- Student Study Team for students that demonstrate an academic, social or behavioral need.
- Performance blocks. Purposeful small group instruction with the credentialed teacher, in the classroom to meet the academic needs of every student.
- After school tutoring with a credentialed teacher at no charge to the family.
- Continue implementing online education programs, performance tasks, classroom challenges, textbooks and workbooks and other curriculum that include content that support the EL student population while mastering the Common Core State Standards.
- Provide academic and social interventions to all foster youth and other pupils that qualify or demonstrate a need for additional support.
- EL, Foster Youth, Low Income and all students will receive additional administrative and academic services such as; Mentors in classrooms, mentors for supervision outside the classroom, school counselor services (psychologist) and Special Education services as needed.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds** to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Charter School Name: Sycamore Academy of Science & Cultural Arts

CDS #: 33-75176-0120204

Charter Approving Entity: Lake Elsinore Unified

County: Riverside

Charter #: 1118

For information regarding this report, please contact:

For Approving Entity:

For Charter School:

Name

John J. Arndt, CPA

Name

Title

Business Partner

Title

Telephone

(760) 998-8653

Telephone

E-mail address

jarndt@savantco.com

E-mail address

To the entity that approved the charter school:

2017-18 CHARTER SCHOOL BUDGET REPORT:

This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* section 47604.33

Signed: _____

Date: _____

Charter School Official

(Original signature required)

Printed

Name: Barbara Hale

Title: Executive Director

To the County Superintendent of Schools:

2017-18 CHARTER SCHOOL BUDGET REPORT: This report has been reviewed pursuant to Education

Code section 47604.32, and is hereby filed with the County Superintendent pursuant to *Education Code* section 47604.33

Signed: _____

Date: _____

Authorized Representative of

Charter Approving Entity

(Original signature required)

Printed

Name: _____

Title: _____

CDS Number:

33-75176-0120204

Charter Name:

Sycamore Academy of Science & Cultural Arts

Contact Name:

John J. Arndt, CPA

Authorizer:

Lake Elsinore Unified

INTERIM REPORT ASSUMPTIONS	2017-18	2018-19	2019-20
Projected Enrollment			
Grades K-3	270	294	304
Grades 4-6	202	204	210
Grades 7-8	130	136	140
Grades 9-12	0	0	0
Total Enrollment	602	634	654
Percent Change Over Prior Year	--	5.32%	3.15%
Projected P-2 ADA			
Grades K-3	257	279	289
Grades 4-6	192	194	199
Grades 7-8	123	129	133
Grades 9-12	0	0	0
Total ADA	572	602	621
Percent Change Over Prior Year	--	5.24%	3.16%
ADA to Enrollment Ratio	0.950166113	0.949526814	0.949541284
Staffing			
Number of Teachers (FTE)	27.00	28.00	29.00
Average Teacher Cost (Salary and Benefits)	\$65,547.00	\$67,513.00	\$69,538.00
Step and Column Increase	\$0.00	\$0.00	\$0.00
Health and Welfare Cost per Employee	\$10,200.00	\$10,200.00	\$10,200.00
Retirement Cost per Employee	\$7,265.00	\$7,399.00	\$7,536.00
Classroom Staffing Ratio			
Students per FTE	22.30	22.64	22.55
Facilities			
Rent/Lease	\$655,606.00	\$655,606.00	\$655,606.00
Electricity	\$7,500.00	\$7,700.00	\$7,900.00
Heating & Gas	\$63.35	\$66.52	\$68.52
Other	\$13,000.00	\$13,500.00	\$14,000.00
Administrative Service Agreements			
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%
Administrative Services Contract	\$45,377.54	\$49,557.26	\$52,586.75
Other			
Other Major Expenditure Assumptions	The School incurs its own expenditure of Special Education.		
Other Major Revenue Assumptons	The School uses El Dorado SELPA from 2014-2015 and the School recognizes revenues by funding resource.		

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT
Preliminary Report - Detail**

Charter School Name: Sycamore Academy of
(continued) Science & Cultural Arts
CDS #: 33-75176-0120204
Charter Approving Entity: Lake Elishore Unified
County: Riverside
Charter #: 1118
Fiscal Year: 2017-2018

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

A. REVENUES	Description	Object Code	2016-2017 Estimated Actuals		2017-2018 Budget			
			Unrestricted	Restricted	Unrestricted	Restricted	Total	
1. LCOFF Sources								
	State Aid - Current Year	8011	2,586,751.00	-	2,586,751.00	-	-	2,942,070.00
	Education Protection Account (EPA) - Current Year	8012	669,273.00	-	669,273.00	-	-	696,071.00
	State Aid - Prior Years	8019	-	-	-	-	-	-
	Transfers to Charter Schools in Lieu of Property Taxes	8096	785,079.00	-	785,079.00	-	-	899,613.00
	Other Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
	Total, LCOFF Sources		4,041,103.00	-	4,041,103.00	-	-	4,537,754.00
2. Federal Revenues								
	No Child Left Behind	8290	-	51,231.00	51,231.00	-	51,231.00	51,231.00
	Special Education - Federal	8181, 8182	-	61,625.00	61,625.00	-	69,850.00	69,850.00
	Child Nutrition - Federal	8220	-	-	-	-	-	-
	Other Federal Revenues	8110, 8260-8299	-	-	-	-	-	-
	Total, Federal Revenues		-	112,856.00	112,856.00	-	121,081.00	121,081.00
3. Other State Revenues								
	Special Education - State	StateRevSE	-	274,286.00	274,286.00	-	341,813.00	341,813.00
	All Other State Revenues	StateRevAO	182,057.00	377,415.00	559,472.00	82,688.00	378,614.00	481,302.00
	Total, Other State Revenues		182,057.00	651,701.00	833,758.00	82,688.00	720,427.00	803,115.00
4. Other Local Revenues								
	All Other Local Revenues	LocalRevAO	51,200.00	2,800.00	54,000.00	51,200.00	2,800.00	54,000.00
	Total, Local Revenues		51,200.00	2,800.00	54,000.00	51,200.00	2,800.00	54,000.00
5. TOTAL REVENUES			4,274,360.00	767,957.00	5,041,717.00	4,671,642.00	844,308.00	5,515,950.00

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT
Preliminary Report - Detail**

Charter School Name: Sycamore Academy of
(continued) Science & Cultural Arts
CDS #: 33-75176-0120204
Charter Approving Entity: Lake Elsinore Unified
County: Riverside
Charter #: 1118
Fiscal Year: 2017-2018

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2016-2017 Estimated Actuals			2017-2018 Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
B. EXPENDITURES							
1. Certified Salaries							
Certified Teachers' Salaries	1100	1,331,513.64	8,486.36	1,340,000.00	1,443,947.00	37,955.00	1,481,902.00
Certified Pupil Support Salaries	1200	81,000.00	-	81,000.00	52,920.00	-	52,920.00
Certified Supervisors' and Administrators' Salaries	1300	179,129.30	25,870.70	205,000.00	293,129.00	41,371.00	334,500.00
Other Certified Salaries	1900	-	-	-	-	-	-
Total, Certified Salaries		1,591,642.94	34,357.06	1,626,000.00	1,789,996.00	79,326.00	1,869,322.00
2. Non-certified Salaries							
Non-certified Instructional Aides' Salaries	2100	115,324.83	38,675.17	154,000.00	72,668.00	165,144.00	237,750.00
Non-certified Support Salaries	2200	118,723.30	116,276.70	235,000.00	34,688.00	-	34,688.00
Non-certified Supervisors' and Administrators' Sal.	2300	62,001.63	52,998.37	115,000.00	39,126.00	71,374.00	110,500.00
Clerical and Office Salaries	2400	72,155.82	5,844.18	78,000.00	85,916.00	5,844.00	91,760.00
Other Non-certified Salaries	2900	13,000.00	-	13,000.00	25,220.00	-	25,220.00
Total, Non-certified Salaries		381,205.58	213,794.42	595,000.00	257,556.00	242,362.00	499,918.00
3. Employee Benefits							
STRS	3101-3102	196,046.41	13,453.59	209,500.00	256,427.00	4,958.00	261,385.00
PERS	3201-3202	29,962.83	8,037.17	38,000.00	29,122.00	10,957.00	40,079.00
QASDI/ Medicare / Alternative	3301-3302	47,639.05	11,360.95	59,000.00	51,701.00	14,754.00	66,455.00
Health and Welfare Benefits	3401-3402	215,650.79	14,349.21	230,000.00	286,668.00	17,513.00	304,181.00
Unemployment Insurance	3501-3502	343.21	2,656.79	3,000.00	1,073.00	117.00	1,190.00
Workers' Compensation Insurance	3601-3602	58,568.22	7,431.78	66,000.00	61,408.00	9,267.00	70,675.00
OPEB, Allocated	3701-3702	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-
Total, Employee Benefits		548,210.51	57,289.48	605,500.00	686,399.00	57,566.00	743,965.00
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	1,575.00	-	1,575.00	2,000.00	-	2,000.00
Books and Other Reference Materials	4200	3,575.00	-	3,575.00	-	-	-
Materials and Supplies	4300	160,256.88	25,743.12	186,000.00	133,808.00	26,942.00	160,750.00
Noncapitalized Equipment	4400	149,013.08	12,486.92	161,500.00	135,640.00	15,660.00	151,300.00
Food	4700	8,000.00	-	8,000.00	8,000.00	-	8,000.00
Total, Books and Supplies		322,419.96	38,230.04	360,650.00	279,448.00	42,602.00	322,050.00
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	43,412.00	-	43,412.00	48,370.00	-	48,370.00
Travel and Conferences	5200	29,550.00	-	29,550.00	29,550.00	-	29,550.00
Dues and Memberships	5300	83,750.00	-	83,750.00	83,750.00	-	83,750.00
Insurance	5400	63,000.00	-	63,000.00	63,000.00	-	63,000.00
Operations and Housekeeping Services	5500	29,000.00	-	29,000.00	43,500.00	-	43,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	384,306.00	357,895.00	742,201.00	375,306.00	357,895.00	733,201.00
Professional/Consulting Services and Operating Expend.	5800	372,715.97	65,534.03	438,250.00	376,150.00	64,100.00	440,250.00
Communications	5900	24,143.04	256.96	24,400.00	24,143.00	257.00	24,400.00

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- Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	Object Code	2016-2017 Estimated Actuals		2017-2018 Budget	
		Unrestricted	Restricted	Unrestricted	Restricted
Total, Services and Other Operating Expenditures		1,029,877.01	423,685.99	1,043,769.00	422,252.00
			Total		Total
			1,453,563.00		1,466,021.00

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Description	Object Code	2016-2017 Estimated Actuals			2017-2018 Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)							
Land and Land Improvements	6100-6170	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-
Depreciation Expense (for full accrual only)	6900	29,500.00	-	29,500.00	29,500.00	-	29,500.00
Total, Capital Outlay		29,500.00	-	29,500.00	29,500.00	-	29,500.00
7. Other Outgo							
Tuition to Other Schools	7110-7143	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-
Transfers of Appointments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-
Transfers of Appointments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-
Debt Service:							
Interest	7438	-	-	-	-	-	-
Principal	7439	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		3,902,856.00	767,367.00	4,670,213.00	4,086,568.00	844,308.00	4,930,976.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		371,504.00	-	371,504.00	584,974.00	-	584,974.00
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		371,504.00	-	371,504.00	584,974.00	-	584,974.00

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Description	Object Code	2016-2017 Estimated Actuals		2017-2018 Budget		
		Unrestricted	Restricted	Unrestricted	Restricted	Total
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,690,064.00	-	2,178,376.00	-	2,178,376.00
b. Adjustments to Beginning Balance	9793, 9795	116,808.00	-	-	-	-
c. Adjusted Beginning Balance		1,806,872.00	-	2,178,376.00	-	2,178,376.00
2. Ending Fund Balance, June 30 (E + F. 1.c.)		2,178,376.00	-	2,763,350.00	-	2,763,350.00
Components of Ending Fund Balance (Optional):						
Nonspendable Revolving Cash (equals object 9130)	9711	-	-	-	-	-
Nonspendable Stores (equals object 9320)	9712	-	-	-	-	-
Nonspendable Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-
Nonspendable All Others	9719	-	-	-	-	-
Restricted Fund Balance	9740	-	-	-	-	-
Committed Fund Balance	9750, 9760	-	-	-	-	-
Assigned Fund Balance	9780	-	-	-	-	-
Reserve for Economic Uncertainties	9789	233,511.00	-	246,549.00	-	246,549.00
Undesignated/Unappropriated Amount	9790	1,944,865.00	-	2,516,801.00	-	2,516,801.00

**Sycamore Academy of Science & Cultural Arts
Estimated Actuals and Multi-Year Projections
2016-17 through 2019-20**

DESCRIPTION	Estimated Actuals to Date 2016-17	Percent of Change %	Projected Budget 2017-18	Percent of Change over PY	Projected Budget 2018-19	Percent of Change over PY	Projected Budget 2019-20	Percent of Change over PY
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ADA Actual/Projection (Number)	523	5.87%	572	18%	602	5%	621	3%
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REVENUES	Object Codes	Estimated Actuals to Date 2016-17	Percent of Change %	Projected Budget 2017-18	Percent of Change over PY	Projected Budget 2018-19	Percent of Change over PY	Projected Budget 2019-20	Percent of Change over PY
LCFF/EPA Revenue Sources	8010-8099	\$4,041,103	0.00%	\$4,537,754	0.34464122	\$4,955,726	9%	\$5,258,675	6%
Federal	8100-8299	\$112,856	0.00%	\$121,081	2.98054116	\$121,081	0%	\$121,081	0%
State	8300-8599	\$833,758	0.00%	\$803,115	5.36229633	\$818,864	2%	\$825,324	1%
Local	8600-8799	\$54,000	-98.66%	\$54,000	-0.98373227	\$54,000	0%	\$54,000	0%
Total Revenue		\$5,041,717	0.00%	\$5,515,950	0.09883882	\$5,949,671	8%	\$6,259,080	5%

EXPENDITURES	Object Codes	Estimated Actuals to Date 2016-17	Percent of Change %	Projected Budget 2017-18	Percent of Change over PY	Projected Budget 2018-19	Percent of Change over PY	Projected Budget 2019-20	Percent of Change over PY
Certified Salaries	1000-1999	\$1,626,000	0.00%	\$1,869,322	-0.15183757	\$1,925,402	3%	\$1,983,164	3%
Classified Salaries	2000-2999	\$595,000	0.00%	\$499,918	-0.07109345	\$514,916	3%	\$530,363	3%
Benefits	3000-3999	\$605,500	0.00%	\$743,965	0.1678961	\$810,052	6%	\$870,573	7%
Books & Supplies	4000-4999	\$360,650	0.00%	\$322,250	0.25647244	\$331,918	3%	\$341,875	3%
Contracts & Services	5000-5999	\$1,453,563	0.00%	\$1,466,021	0.2789937	\$1,510,002	3%	\$1,555,302	3%
Capital Outlay	6000-6999	\$29,500	0.00%	\$29,500	-0.6888842	\$29,500	0%	\$29,500	0%
Other Outgo	7100-7299	\$0	#DIV/0!	\$0	-1	\$0	#DIV/0!	\$0	#DIV/0!
Support Costs	7400-7499	\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!
7300-7399		\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!
Total Expenditures		\$4,670,213	0.00%	\$4,930,976	-0.0090082	\$5,121,790	4%	\$5,310,777	4%

OTHER SOURCES & USES	Object Codes	Estimated Actuals to Date 2016-17	Percent of Change %	Projected Budget 2017-18	Percent of Change over PY	Projected Budget 2018-19	Percent of Change over PY	Projected Budget 2019-20	Percent of Change over PY
Transfers In & Other Sources	8900-8999	\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!
Transfers Out & Other Uses	7600-7699	\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!	\$0	#DIV/0!
Total Expenditures & Uses		\$4,670,213	0.00%	\$4,930,976	-0.0090082	\$5,121,790	4%	\$5,310,777	4%
NET INCREASE (DECREASE) IN FUND BALANCE		\$371,504	0.00%	\$584,974	12.2946636	\$827,881	42%	\$948,303	15%

FUND BALANCE, RESERVES	Object Codes	Estimated Actuals to Date 2016-17	Percent of Change %	Projected Budget 2017-18	Percent of Change over PY	Projected Budget 2018-19	Percent of Change over PY	Projected Budget 2019-20	Percent of Change over PY
Beginning Balance		\$1,806,872	-60.54%	\$2,178,376	-0.52423763	\$2,763,350	27%	\$3,591,231	30%
Ending Balance		\$2,178,376	-55.89%	\$2,763,350	-0.40222212	\$3,591,231	30%	\$4,539,534	28%

Components of Ending Balance:	Estimated Actuals to Date 2016-17	Projected Budget 2018-19	Projected Budget 2019-20
Revolving Cash	\$0	\$0	\$0
Stores	\$0	\$0	\$0
Prepaid Expenditures	\$0	\$0	\$0
Restricted Balances	\$0	\$0	\$0

Reserve for Economic Uncert.

Committed	\$233,511	\$246,549	\$256,090	\$265,539
Assigned	\$0	\$0	\$0	\$0
Unappropriated	\$1,944,865	\$2,516,801	\$3,335,141	\$4,273,995
Total EFB- match Ending Balance above	<u>\$2,178,376</u>	<u>\$2,763,350</u>	<u>\$3,591,231</u>	<u>\$4,539,534</u>
% of Reserve (9789 & 9790)	46.64%	56.04%	70.12%	85.48%

2017-18 Cash Flow Projections
 Sycamore Academy of Science & Cultural Arts

Object Code	July Actuals	% Bud	August Actuals	% Bud	September Actuals	% Bud	October Actuals	% Bud	November Actuals	% Bud	December Actuals	% Bud	January Actuals	% Bud	February Estimated	% Bud
Beginning Cash Balance																
REVENUE																
Local Control Funding Formula	0	0.00%	147,104	5.00%	147,104	5.00%	264,786	9.00%	264,786	9.00%	264,786	9.00%	264,786	9.00%	264,786	9.00%
Education Protection Account	0	0.00%	0	0.00%	0	0.00%	174,018	0.00%	0	0.00%	0	0.00%	174,018	25.00%	0	0.00%
General Purpose Entitlement-Prior Yr	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
In Lieu Property Taxes (Curr & Prior Yr)	62,973	7.00%	62,973	7.00%	62,973	7.00%	62,973	7.00%	62,973	7.00%	62,973	7.00%	62,973	7.00%	62,973	7.00%
Other Sources	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FEDERAL STATE																
8100-8299	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
8560	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	22,021	25.35%	0	0.00%
8300-8599	26,000	3.63%	26,000	3.63%	26,000	3.63%	26,000	3.63%	26,000	3.63%	26,000	3.63%	26,000	3.63%	26,000	3.63%
LOCAL																
8660	924	7.39%	987	7.90%	1,414	11.31%	1,087	8.70%	853	6.82%	757	6.06%	1,041	8.33%	1,001	8.01%
8791	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
8600-8799	3,458	8.33%	3,458	8.33%	3,458	8.33%	3,458	8.33%	3,458	8.33%	3,458	8.33%	3,458	8.33%	3,458	8.33%
TOTAL REVENUES	93,355	1.69%	240,522	4.36%	240,949	4.37%	532,322	6.49%	358,070	6.49%	357,974	6.49%	554,297	10.05%	358,218	6.49%
EXPENDITURES																
1000-1999	0	0.00%	169,938	9.09%	169,938	9.09%	169,938	9.09%	169,938	9.09%	169,938	9.09%	169,938	9.09%	169,938	9.09%
2000-2999	9,213	1.84%	44,610	8.92%	44,610	8.92%	44,610	8.92%	44,610	8.92%	44,610	8.92%	44,610	8.92%	44,610	8.92%
3000-3999	61,997	8.33%	61,997	8.33%	61,997	8.33%	61,997	8.33%	61,997	8.33%	61,997	8.33%	61,997	8.33%	61,997	8.33%
4000-4999	128,900	40.00%	64,450	20.00%	12,890	4.00%	12,890	4.00%	12,890	4.00%	12,890	4.00%	12,890	4.00%	12,890	4.00%
5000-5999	122,168	8.33%	122,168	8.33%	122,168	8.33%	122,168	8.33%	122,168	8.33%	122,168	8.33%	122,168	8.33%	122,168	8.33%
6000-6599	2,458	8.33%	2,458	8.33%	2,458	8.33%	2,458	8.33%	2,458	8.33%	2,458	8.33%	2,458	8.33%	2,458	8.33%
7100-7299	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7400-7499	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7300-7399	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
TOTAL EXPENDITURES	324,736	6.59%	465,621	9.44%	414,061	8.40%	414,061	8.40%	414,061	8.40%	414,061	8.40%	414,061	8.40%	414,061	8.40%
OTHER SOURCES/USES																
8930-8979	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
7630-7699	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
TOTAL OTHER SOURCES/USES	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
PRIOR YEAR TRANSACTIONS																
Accounts Receivable	493,939	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Prepaid Expenditures	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Accounts Payable	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Current Loans	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Deferred Revenue	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
NET PRIOR YEAR TRANSACTIONS	493,939		0		0		0		0		0		0		0	
OTHER ADJUSTMENTS																
Increases	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
(Decreases)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
TOTAL MISC ADJUSTMENTS	0		0		0		0		0		0		0		0	
NET REVENUE	262,558		(225,099)		(173,112)		118,261		(55,991)		(56,087)		140,236		(55,843)	
ENDING CASH BALANCE	1,121,101		896,002		722,890		841,151		785,160		729,073		869,309		813,466	

Object Code	March Estimated	% Bud	April Estimated	% Bud	May Estimated	% Bud	June Estimated	% Bud	Estimated Accrual	Total	Projected Budget	Difference
Beginning Cash Balance	813,466		1,134,343		1,252,519		1,196,677			858,543	858,543	0
REVENUE												
Local Control Funding Formula	264,786	9.00%	264,786	9.00%	264,786	9.00%	264,786	9.00%	264,788	2,942,070	2,942,070	0
Education Protection Account	0	0.00%	174,018	25.00%	0	0.00%	0	0.00%	174,017	696,071	696,071	0
General Purpose Entitlement-Prior Yr	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
In Lieu Property Taxes (Curr & Prior Yr)	62,973	7.00%	62,973	7.00%	62,973	7.00%	62,973	7.00%	143,937	899,613	899,613	0
Other Sources	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
FEDERAL STATE												
Lottery	21,720	25.00%	0	0.00%	0	0.00%	0	0.00%	43,139	86,880	86,880	0
Other State Revenue	381,000	53.19%	26,000	3.63%	26,000	3.63%	26,000	3.63%	49,235	716,235	716,235	0
LOCAL												
Interest	1,001	8.01%	1,002	8.02%	1,002	8.02%	1,431	11.45%	0	12,500	12,500	0
Trifts of Apport. frm Dist/Charter	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
Other Local Revenue	3,458	8.33%	3,458	8.33%	3,458	8.33%	3,462	8.34%	0	41,500	41,500	0
TOTAL REVENUES	734,938	13.32%	532,237	9.65%	358,219	6.49%	358,652	6.50%	796,197	5,515,950	5,515,950	0
EXPENDITURES												
Certificated Salaries	169,938	9.09%	169,938	9.09%	169,938	9.09%	169,942	9.09%	0	1,869,322	1,869,322	0
Classified Salaries	44,610	8.92%	44,610	8.92%	44,610	8.92%	44,605	8.92%	0	499,918	499,918	0
Employee Benefits	61,997	8.33%	61,997	8.33%	61,997	8.33%	61,998	8.33%	0	743,965	743,965	0
Books & Supplies	12,890	4.00%	12,890	4.00%	12,890	4.00%	12,890	4.00%	0	322,250	322,250	0
Services/Oper Expenses	122,168	8.33%	122,168	8.33%	122,168	8.33%	122,173	8.33%	0	1,466,021	1,466,021	0
Capital Outlay	2,458	8.33%	2,458	8.33%	2,458	8.33%	2,462	8.35%	0	29,500	29,500	0
Other Outgo	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
Debt Service	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
Direct/Indirect Costs	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
TOTAL EXPENDITURES	414,061	8.40%	414,061	8.40%	414,061	8.40%	414,070	8.40%	0	4,930,976	4,930,976	0
OTHER SOURCES/USES												
Other Sources	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
Other Uses	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
TOTAL OTHER SOURCES/USES	0		0		0		0		0	0	0	0
PRIOR YEAR TRANSACTIONS												
Accounts Receivable	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	493,939	493,939	0
Prepaid Expenditures	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
Accounts Payable	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
Current Loans	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
Deferred Revenue	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
NET PRIOR YEAR TRANSACTIONS	0		0		0		0		0	493,939	493,939	0
OTHER ADJUSTMENTS												
Increases	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
(Decreases)	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0	0	0
TOTAL MISC ADJUSTMENTS	0		0		0		0		0	0	0	0
NET REVENUE	320,877		118,176		(55,842)		(55,418)		796,197	1,078,913	1,078,913	0
ENDING CASH BALANCE	1,134,343		1,252,519		1,196,677		1,141,259					

LCFF Calculator Universal Assumptions

Sycamore Academy of Science and Cultural Arts (120204) - 2017-2018 Prelimir

LEA: **Sycamore Academy of Science and Cultural Arts** 120204
 Charter Yes
2013-14 ^{b)}

Projection Title: 2017-2018 P Projection Date: 06/09/17

	2012-13	2016-17	2017-18	2018-19	2019-20
Annual COLA <i>(prefiled as calculated by the Department of Finance, DOF)</i>		0.00%	1.56%	2.15%	2.35%
LCFF Gap Closed Percentage <i>(prefiled as calculated by the Department of Finance, DOF)</i>		55.03%	43.97%	71.53%	73.51%
LCFF Gap Closed Percentage - May Revise <i>(prefiled as calculated by the Department of Finance, DOF)</i>		49.08%	43.97%	71.53%	73.51%
Statewide 90th percentile rate <i>(used in Economic Recovery Target, ERT, calculation only)</i>		---	---	---	---
EPA Entitlement as % of statewide adjusted Revenue Limit	21.5165%	25.4000%	23.7000%	22.7000%	22.7000%

PER ADA FUNDING LEVELS (calculated at TARGET)

Base Grants

Grades TK-3	\$ 7,083	\$ 7,193	\$ 7,348	\$ 7,521
Grades 4-6	\$ 7,189	\$ 7,301	\$ 7,458	\$ 7,633
Grades 7-8	\$ 7,403	\$ 7,518	\$ 7,680	\$ 7,860
Grades 9-12	\$ 8,578	\$ 8,712	\$ 8,899	\$ 9,108

Grade Span Adjustment

Grades TK-3	\$ 737	\$ 748	\$ 764	\$ 782
Grades 9-12	\$ 223	\$ 227	\$ 231	\$ 237

Maximum Supplemental Grant (100% UPC)

	20.00%	20.00%	20.00%	20.00%
Grades TK-3	\$ 1,564	\$ 1,588	\$ 1,622	\$ 1,661
Grades 4-6	\$ 1,438	\$ 1,460	\$ 1,492	\$ 1,527
Grades 7-8	\$ 1,481	\$ 1,504	\$ 1,536	\$ 1,572
Grades 9-12	\$ 1,760	\$ 1,788	\$ 1,826	\$ 1,869

Concentration Grant (>55% population)

	50.00%	50.00%	50.00%	50.00%
Grades TK-3	\$ 3,910	\$ 3,971	\$ 4,056	\$ 4,152
Grades 4-6	\$ 3,595	\$ 3,651	\$ 3,729	\$ 3,817
Grades 7-8	\$ 3,702	\$ 3,759	\$ 3,840	\$ 3,930
Grades 9-12	\$ 4,401	\$ 4,470	\$ 4,565	\$ 4,673

NECESSARY SMALL SCHOOL SELECTION (if applicable)

NSS #1	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF

Created by: John J. Arndt, C
 Email: jarndt@savant
 Phone: (760) 998-8653

**Charter School Data Elements required to calculate the LI
Sycamore Academy of Science and Cultural Arts (120:**

6/9/17

		2016-17	2017-18	2018-19	2019-20
COLA		0.00%	1.56%	2.15%	2.35%
GAP Funding rate		55.03%	43.97%	71.53%	73.51%
In-Lieu of Property Tax	F-6	819,261	899,613	947,267	977,149
Statewide 90th percentile rate		---	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

Charter School:		2016-17	2017-18	2018-19	2019-20
Enrollment	A-1, A-2, A-3	545	602	634	654
Unduplicated Pupil Count	B-1, B-2, B-3	182	212	218	228
		<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
Single Year Unduplicated Pupil Percentage		33.39%	35.26%	34.33%	34.80%
Unduplicated Pupil Percentage (%)		34.71%	35.20%	34.35%	34.78%

Concentration Grant Funding Limitation: District of Physical Loc

Enter the unduplicated pupil percentage for the district that the hool is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beotomatically in the list of physical locations

		2016-17	2017-18	2018-19	2019-20
Unduplicated Pupil Percentage (%)	D-3 / H-3	66.56%	66.56%	66.56%	66.56%
Unduplicated Pupil Percentage: Supplemental Grant		34.71%	35.20%	34.35%	34.78%
Unduplicated Pupil Percentage: Concentration Grant		34.71%	35.20%	34.35%	34.78%

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note Charter School ADA is always funded on C

		2016-17	2017-18	2018-19	2019-20
Grades TK-3	B-1	246.00	256.50	279.30	288.80
Grades 4-6	B-2	187.30	192.00	193.80	199.50
Grades 7-8	B-3	87.61	123.50	129.20	133.00
Grades 9-12	B-4	-	-	-	-
SUBTOTAL ADA		520.91	572.00	602.30	621.30
RATIO: ADA to Enrollment		0.96	0.95	0.95	0.95

sal Assumptions
(120204) - 2017-2018 Preliminary Budget

Funding				
	2016-17	2017-18	2018-19	2019-20
Target Components:				
Base Grant	3,737,495	4,175,270	4,489,912	4,740,229
Grade Span Adjustment	181,302	191,862	213,385	225,842
Supplemental Grant	272,043	307,445	323,116	345,440
Concentration Grant	-	-	-	-
Add-ons	-	-	-	-
Total Target	4,190,840	4,674,577	5,026,413	5,311,511
Transition Components:				
Target	\$ 4,190,840	\$ 4,674,577	\$ 5,026,413	\$ 5,311,511
Floor	3,843,555	4,430,380	4,778,130	5,112,055
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR
<i>Remaining Need after Gap (informational only)</i>	<i>156,174</i>	<i>136,824</i>	<i>70,686</i>	<i>52,836</i>
Current Year Gap Funding	191,111	107,373	177,597	146,620
Miscellaneous Adjustments	-	-	-	-
Economic Recovery Target	-	-	-	-
Additional State Aid	-	-	-	-
Total Phase-In Entitlement	\$ 4,034,666	\$ 4,537,753	\$ 4,955,727	\$ 5,258,675

By Object Code				
	2016-17	2017-18	2018-19	2019-20
8011 - State Aid	\$ 2,536,036	\$ 2,942,070	\$ 3,306,442	\$ 3,557,363
8011 - Fair Share	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-
EPA (for LCFF Calculation purposes)	679,368	696,071	702,017	724,163
<i>Local Revenue Sources:</i>				
8021 to 8089 - Property Taxes	-	-	-	-
8096 - In-Lieu of Property Taxes	819,261	899,613	947,267	977,149
<i>Property Taxes net of in-lieu</i>	-	-	-	-
TOTAL FUNDING	\$ 4,034,666	\$ 4,537,753	\$ 4,955,727	\$ 5,258,675
<i>Basid Aid Status</i>	\$-	\$-	\$-	\$-
<i>Less: Excess Taxes</i>	\$ -	\$ -	\$ -	\$ -
<i>Less: EPA in Excess to LCFF Funding</i>	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ 4,034,666	\$ 4,537,753	\$ 4,955,727	\$ 5,258,675
<i>8012 - EPA Receipts (for budget & cashflow)</i>	<i>685,995</i>	<i>696,071</i>	<i>702,017</i>	<i>724,163</i>

sal Assumptions				
(120204) - 2017-2018 Preliminary Budget				
it Population				
	2016-17	2017-18	2018-19	2019-20
Unduplicated Pupil Population				
Agency Unduplicated Pupil Count	182.00	212.24	217.62	227.56
COE Unduplicated Pupil Count	-	-	-	-
Total Unduplicated pupil Count	182.00	212.24	217.62	227.56
Rolling %, Supplemental Grant	34.7100%	35.2000%	34.3500%	34.7800%
Rolling %, Concentration Grant	34.7100%	35.2000%	34.3500%	34.7800%
FUNDED ADA				
Adjusted Base Grant ADA	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	246.00	256.50	279.30	288.80
Grades 4-6	187.30	192.00	193.80	199.50
Grades 7-8	87.61	123.50	129.20	133.00
Grades 9-12	-	-	-	-
Total Adjusted Base Grant ADA	520.91	572.00	602.30	621.30
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Necessary Small School ADA	-	-	-	-
Total Funded ADA	520.91	572.00	602.30	621.30
ACTUAL ADA (Current Year Only)				
Grades TK-3	246.00	256.50	279.30	288.80
Grades 4-6	187.30	192.00	193.80	199.50
Grades 7-8	87.61	123.50	129.20	133.00
Grades 9-12	-	-	-	-
Total Actual ADA	520.91	572.00	602.30	621.30
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-
Percentage (MPP)				
	2016-17	2017-18	2018-19	2019-20
Current year estimated supplemental and concen \$	272,043 \$	307,445 \$	323,116 \$	345,440
Current year Minimum Proportionality Percentag	7.23%	7.27%	6.97%	7.03%

Ronald Reagan Charter School Alliance

Executive Director

Assistance Principal

General Education Teachers

Instructors

Mentors

Assessment Clerk

Director of Operations

Maintenance Lead

Custodians

Media Clerk

Health Technician

Records Clerk

Director of Personnel

Personnel Clerk

Contracted Personnel Services

Fiscal Clerk

Director of Student Services

Education Specialists

Mentors

Student Services Clerk

Attendance Clerk

Contracted Student Services



SYCAMORE ACADEMY
of Science and Cultural Arts

2017/2018 Personnel Order

Executive Director	1FTE
Assistant Principal	1FTE
Director of Operations	1FTE
Director of Personnel	1FTE
Director of Student Services	1FTE
General Education Teachers	24FTE
Education Specialists	2FTE
Attendance Clerk	1FTE
PE Instructor	.5FTE
Maintenance Lead	.5FTE
Custodian	.75FTE
Personnel Clerk	.25FTE
Health Technician	.5FTE
Fiscal Clerk	.25FTE
Records Clerk	.5FTE
Media Clerk	.5FTE
Mentor	10 FTE



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)
 Sycamore Academy of Science and Cultural Arts (33 75176 0120204)

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2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

Required fields are denoted with an asterisk (*).

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

* The authorized representative agrees to the above statement: No Yes

Authorized Representative's Full Name:

Authorized Representative Title:

Authorized Representative Signature Date: (ex. 04/30/2012)

Comment:
 If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)

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Franco Rozic, Title I Monitoring and Support Office | frozic@cde.ca.gov | 916-319-0269
Mindi Yates, Title I Policy and Program Guidance Office | myates@cde.ca.gov | 916-319-0789
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

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CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)
Sycamore Academy of Science and Cultural Arts (33 75176 0120204)

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2017-18 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. Before continuing to certify any data, you must submit the information below. You will only be prompted for this information once per fiscal year. A complete list of legal and program assurances for the fiscal year can be viewed by clicking on Program Information. Once submitted the Certification of Assurances will be available under Reports for printing purposes.

Required fields are denoted with an asterisk (*).

Success

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

* Authorized Representative's Full Name:

* Authorized Representative's Title:

* Authorized Representative Signature Date: (ex. 04/30/2012)

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General CARS Questions: Consolidated Application Support Desk | jpaul@cde.ca.gov | 916-319-0297
conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)
 Sycamore Academy of Science and Cultural Arts (33 75176 0120204)

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2017-18 Application for Funding

Required fields are denoted with an asterisk (*).

Local Governing Board Approval

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board: (ex. 04/30/2012)

District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name:

DELAC review date:

Meeting minutes web address:

Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.

DELAC comment:
 If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

- * Title I Part A (Basic Grant):** No Yes
ESSA Sec. 1111 et seq.
SACS 3010
- * Title II Part A (Supporting Effective Instruction):** No Yes
ESEA Sec. 2104
SACS 4035
- * Title III Part A Immigrant:** No Yes
ESEA Sec. 3102
SACS 4201
- * Title III Part A English Learner:** No Yes
ESEA Sec. 3102
SACS 4203

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Education Data Office | ConApp@cde.ca.gov | 916-319-0297
General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

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RONALD REGAN CHARTER SCHOOL ALLIANCE

RESOLUTION No. 9000.100

RESOLUTION ESTABLISHING THE GOVERNING BOARD’S 2017 ANNUAL MEETING

THE BOARD OF DIRECTORS OF RONALD REAGAN CHARTER SCHOOL ALLIANCE HEREBY
FIND, RESOLVE, AND ORDER AS FOLLOWS:

The undersigned, on behalf of SYCAMORE ACADEMY OF SCIENCE AND CULTURAL ARTS, a California public charter school operating as a nonprofit benefit corporation, the RONALD REAGAN CHARTER SCHOOL ALLIANCE (the “Company”), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the “Board”) of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Art. IV of the Bylaws, at a duly noticed meeting held on June 12, 2017 at 6:00 p.m., Pacific Time at 23151 Palomar Street, Wildomar, California 92595. A quorum of the Board was present at the meeting.

WHEREAS, the Company’s bylaws require the Board to convene by resolution its annual meeting:

RESOLVED, that the Board convene its 2017 annual meeting at the date, time and location shown below:

DATE: August 14, 2017
TIME: 6:00 p.m.
LOCATION: Sycamore Academy of Science and Cultural Arts
23151 Palomar Street, Wildomar, CA 92595

The undersigned certifies further that the foregoing resolutions have not been modified, amended or rescinded and are in full force and effect as of the date hereof.

RONALD REAGAN CHARTER SCHOOL ALLIANCE

BY: _____

NAME: _____

TITLE: _____

DATE: _____

RONALD REGAN CHARTER SCHOOL ALLIANCE

RESOLUTION No. 9000.101

RESOLUTION ESTABLISHING THE GOVERNING BOARD'S 2017-1018 SCHEDULE OF MEETINGS

THE BOARD OF DIRECTORS OF RONALD REAGAN CHARTER SCHOOL ALLIANCE HEREBY FIND, RESOLVE, AND ORDER AS FOLLOWS:

The undersigned, on behalf of SYCAMORE ACADEMY OF SCIENCE AND CULTURAL ARTS, a California public charter school operating as a nonprofit benefit corporation, the RONALD REAGAN CHARTER SCHOOL ALLIANCE (the "Company"), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the "Board") of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Art. IV of the Bylaws, at a duly noticed meeting held on June 12, 2017 at 6:00 p.m., Pacific Time at 23151 Palomar Street, Wildomar, California 92595. A quorum of the Board was present at the meeting.

WHEREAS, the Company holds regularly scheduled meetings during each academic year to ensure effective school governance and to encourage public participation;

RESOLVED, that the Board adopt the following schedule of meetings for the 2017-2018 academic year as shown on the school's web site:

**Ronald Reagan Charter School Alliance Board Meeting Schedule
2017-2018 Academic Year**

Monday, August 14, 2017
Monday, September 11, 2017
Monday, October 9, 2017
Monday, November 13, 2017
Monday, December 11, 2017
Monday, January 22, 2018
Monday, February 12, 2018
Monday, March 12, 2018
Monday, April 16, 2018
Monday, May 14, 2018
Monday June 11, 2018

The undersigned certifies further that the foregoing resolutions have not been modified, amended or rescinded and are in full force and effect as of the date hereof.

RONALD REAGAN CHARTER SCHOOL ALLIANCE

BY: _____

NAME: _____

TITLE: _____

DATE: _____

Ronald Reagan Charter School Alliance/Sycamore Academy
of Science and Cultural Arts



Ronald Reagan Charter School Alliance

Board Meeting Minutes
23151 Palomar Street
Wildomar, CA 92595
Phone: (951) 678-5217

<u>Board Members</u>
Roland Skumawitz, President
Ingrid Flores
Elizabeth Halikis
Daniel Leavitt, Secretary/Treasurer
Matthew Roberson

May 8, 2017 @6:00 p.m.

1.0 CALL TO ORDER

The meeting was called to order by the Board Chair at 6:10 p.m.

2.0 OPEN GENERAL SESSION

Establishment of a Quorum

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	___X___	_____
Dr. Ingrid Flores	___X___	_____
Mrs. Elizabeth Halikis	___X___	_____
Mr. Daniel Leavitt	_____	___X___
Mr. Matthew Roberson	_____	___X___

Other guests present:
John Arndt, Savantco

3.0 PLEDGE OF ALLEGIANCE

4.0 APPROVAL OF THE AGENDA

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

5.0 INVITATION TO ADDRESS THE BOARD, CLOSED SESSION ITEMS:

No comments.

6.0 CLOSED SESSION:

Adjourn to closed session at 6:10 p.m..

7.0 THE GOVERNING BOARD WILL MEET IN CLOSED SESSION TO CONSIDER MATTERS OF STUDENT DISCIPLINE, PERSONNEL MATTERS, LABOR NEGOTIATIONS, LITIGATION AND FACILITIES AND/OR LAND ACQUISITION.

7.1 PUBLIC EMPLOYMENT PURSUANT TO CALIFORNIA GOVERNMENT CODE SECTION 54945.5

7.2 PUBLIC EMPLOYEE EVALUATION – Assistant Principal

7.3 CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property: 15342 El Prado Road, Chino, CA
Agency Negotiator: Barbara Hale and Laura Girard
Negotiating Parties: Barbara Hale and Laura Girard
Under Negotiation: Price and terms

7.4 CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property: 14351-14355 Pipeline Avenue, BLDG 25, Chino, CA
Agency Negotiator: Barbara Hale and Laura Girard

Negotiating Parties: Barbara Hale and Laura Girard
Under Negotiation: Price and terms

7.5 CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property: 13620 Benson Avenue, Chino, CA
Agency Negotiator: Barbara Hale and Laura Girard
Negotiating Parties: Barbara Hale and Laura Girard
Under Negotiation: Price and terms

7.6 CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property: 14401 Monte Vista Avenue, Chino, CA
Agency Negotiator: Barbara Hale and Laura Girard
Negotiating Parties: Barbara Hale and Laura Girard
Under Negotiation: Price and terms

7.7 CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property: 5444-5555 Philadelphia Street, Chino, CA
Agency Negotiator: Barbara Hale and Laura Girard
Negotiating Parties: Barbara Hale and Laura Girard
Under Negotiation: Price and terms

7.8 CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property: 870 North Mountain, Upland, CA
Agency Negotiator: Barbara Hale and Laura Girard
Negotiating Parties: Barbara Hale and Laura Girard
Under Negotiation: Price and terms

7.9 CONFERENCE WITH REAL PROPERTY NEGOTIATOR

Property: 1425 West Foothill Boulevard, Upland, CA
Agency Negotiator: Barbara Hale and Laura Girard
Negotiating Parties: Barbara Hale and Laura Girard
Under Negotiation: Price and terms

7.10 LEASE NEGOTIONS PURSUANT TO CALIFORNIA GOVERNMENT CODE 54956.8

Property: 23151 Palomar Street, Wildomar, CA 92595
Agency Negotiator: Barbara Hale
Negotiating Parties: Kathy Everhart, Ortega Trails Youth Center
Under Negotiation: Instructions to agency negotiator regarding price and terms of payment.

8.0 RECONVENE OPEN GENERAL SESSION:

The board reconvened to Open General Session at 6:30 p.m.

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>
Mr. Matthew Roberson	<u> </u>	<u> </u>

9.0 REPORT OUT OF CLOSED SESSION, IF APPLICABLE:

No report.

10.0 INVITATION TO ADDRESS THE BOARD, OPEN SESSION ITEMS:

No comments.

11.0 INFORMATION SESSION:

11.1 Teacher' s Report

Report on Home Study activities and events.

Presented by: Nona Jones, Sycamore Academy Teacher

11.2 Special Education Report

No report given.

11.3 Financial Report (Attachment 11.3)

Presentation of the status of Sycamore Academy finances.

Presented by: John Arndt, SavantCo Education

11.4 Operations Report

Sycamore Academy - New parking lot, Solar, Board Docs.

Sycamore Preparatory - Facilities

Presented by: Laura Girard, Operations Coordinator

11.5 LCAP Presentation

Presentation on the progress towards Sycamore Academy's Local Control and Accountability Plan (LCAP) goals.

Presented by: Jeff Morabito, Assistant Principal

11.6 School Report

Update on Sycamore's education program, assessments, and professional development.

Presented by: Jeff Morabito, Assistant Principal

11.7 Director's Report

Sycamore Academy – Update on current legislation that may impact the school.

Sycamore Preparatory – Appeal to SBCOE.

Presented by: Barbara Hale, Executive Director/Principal

12.0 DISCUSSION ITEMS:

12.1 LCAP (Attachment 12.1)

Discussion on the progress towards Sycamore Academy's Local Control and Accountability Plan (LCAP).

Presented by: Jeff Morabito, Assistant Principal

13.0 ACTION ITEMS:

13.1 LCAP

Tabled.

13.2 Commercial Sub-Lease Agreement (Attachment 13.2)

The reviewed the Commercial Sub-Lease with Ortega Trails Youth Centers and the sub-lease is renewed at the current rate.

Presented by: Barbara Hale, Executive Director/Principal

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>
Mr. Matthew Roberson	<u> </u>	<u> </u>

14.0 CONSENT CALENDAR

Consent Calendar Items are considered routine and may be enacted by a single motion.

14.1 Approval of the Minutes: April 3, 2017 (Attachment 14.1)

14.2 Check Register for March 2017 (Attachment 14.2)

14.3 Check Register for April 2017 (Attachment 14.3)

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

ROLL CALL	Aye	Nay
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> </u>
Mr. Matthew Roberson	<u> </u>	<u> </u>

15.0 BOARD COMMENTS:

Dr. Flores stated the San Bernardino County Board of Education public hearing regarding Sycamore Preparatory Academy went well, the board seemed intent on hearing the presentation of the petition.

16.0 ADJOURNMENT

Motion: Mrs. Halikis Second: Dr. Flores Vote: 3 - 0

ROLL CALL	Present	Absent
Mr. Roland Skumawitz	<u> X </u>	<u> </u>
Dr. Ingrid Flores	<u> X </u>	<u> </u>
Mrs. Elizabeth Halikis	<u> X </u>	<u> </u>
Mr. Daniel Leavitt	<u> </u>	<u> X </u>
Mr. Matthew Roberson	<u> </u>	<u> X </u>

The meeting was adjourned at 6:55 p.m.

Sycamore Academy

Check Listing

For Checks Dated 5/1/17 through 5/31/17

Check Date	Check#	Register #	Payee #	Payee Name		Amount
PO #	Account #			Account Title	Description	
05/01/2017	5067	R492	000107	CalSTRS		\$30,358.51
	62-0000-0-0000-0000-9505-00			STRS Payable	April 2017 - CalSTRS	30,358.51
05/01/2017	5068	R493	000083	SavantCo Education		\$10,000.00
	62-0000-0-0000-0000-5813-00			Business Services	May 2017 Monthly Contract Fee	10,000.00
05/04/2017	5069	R494	000006	Staples Advantage		\$38.32
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	38.32
05/09/2017	5070	R496	000097	Laura Girard		\$109.23
	62-0000-0-0000-0000-5210-00			Travel	Mileage - Reimbursement	109.23
05/09/2017	5071	R497	000134	Stephanie Solorio		\$15.30
	62-0000-0-0000-0000-5210-00			Travel	Mileage - Reimbursement	15.30
05/09/2017	5072	R498	000259	Lindsay Dalesio		\$35.31
	62-0000-0-0000-0000-4700-00			Food	Food - Reimbursement	35.31
05/09/2017	5073	R501	000269	Michael Solorio		\$15.51
	62-0000-0-0000-0000-5210-00			Travel	Mileage - Reimbursement	15.51
05/09/2017	5074	R502	000056	Julie Miranda		\$6.03
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Materials - Reimbursement	6.03
05/09/2017	5075	R504	000161	Southwest Business Products		\$162.00
	62-0000-0-0000-0000-4301-00			Office Supplies	Supplies	162.00
05/09/2017	5076	R495	000018	Nona Jones		\$478.75
	62-0000-0-0000-0000-5843-00			Student Field Trips	Field trip/Food/Books - Reimbursement	365.68
	62-0000-0-0000-0000-4300-00			Materials and Supplies		17.07
	62-0000-0-0000-0000-4200-00			Books and Other Reference Materials		96.00
05/09/2017	5077	R499	000203	ACME ScreenPrinting		\$465.48
	62-0000-0-0000-0000-5852-00			Contract Labor	Shirts	465.48
05/09/2017	5078	R500	000012	Hansberger & Klein, PLC		\$3,500.00
	62-0000-0-0000-0000-5830-00			Legal	Legal Services - April 2017	3,500.00
05/09/2017	5079	R503	000060	Frontline Technologies Group, LLC		\$560.00
	62-0000-0-0000-0000-5302-00			Subscriptions	Subscription Fee	560.00

Sycamore Academy

Check Listing

For Checks Dated 5/1/17 through 5/31/17

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
05/12/2017	5080	R505	000072	U.S. Bank National Association		\$60,856.08
	62-0000-0-0000-0000-9200-00			Accounts Receivable	June 2017 Bond Payment	60,856.08
05/15/2017	5081	R506	000001	Kaiser Foundation Health Plan		\$13,035.94
	62-0000-0-0000-0000-9330-00			Prepaid Expenditures (Expenses)	June 2017 Health Insurance	13,035.94
05/16/2017	5082	R508	000245	FHP Corporation		\$126.66
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Paper	126.66
05/16/2017	5083	R507	000181	Frontier		\$276.50
	62-0000-0-0000-0000-5940-00			Telephone & Telecommunications	Period - 04-16-17 - 05-16-17	276.50
05/17/2017	5084	R509	000270	Sadie Mata		\$23.45
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Ceramic Tiles - Reimbursement	23.45
05/17/2017	5085	R510	000194	Jeff Morabito		\$41.47
	62-0000-0-0000-0000-4700-00			Food	Food - Reimbursement	41.47
05/17/2017	5086	R511	000227	Nona Jones		\$624.26
	62-0000-0-0000-0000-4200-00			Books and Other Reference Materials	Books/Supplies - Reimbursement	624.26
05/17/2017	5087	R512	000153	Casi Lewis		\$13.28
	62-0000-0-0000-0000-4700-00			Food	Food - Reimbursement	13.28
05/17/2017	5088	R514	000097	Laura Girard		\$187.14
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies - Reimbursement	187.14
05/17/2017	5089	R516	000271	Emerald Data Solutions		\$4,000.00
	62-0000-0-0000-0000-5800-00			Professional/Consulting Services and Operating Exp	Service Period May 2017- April 2018	4,000.00
05/17/2017	5090	R517	000223	Apex Fun Run		\$8,913.52
	62-0000-0-0000-0000-5950-00			Fundraising	Fundraiser	8,913.52
05/17/2017	5091	R518	000007	AT&T Mobility		\$302.91
	62-0000-0-0000-0000-5940-00			Telephone & Telecommunications	Period - 04-01-17 - 04-30-17	302.91
05/17/2017	5092	R513	000152	Daniel Hale II		\$342.40
	62-0000-0-0000-0000-5210-00			Travel	Mileage - Reimbursement	342.40
05/17/2017	5093	R515	000121	Contessa Brown		\$376.29
	62-0000-0-0000-0000-5210-00			Travel	Car Rental/Parking/Mileage - Reimbursement	376.29

Sycamore Academy

Check Listing

For Checks Dated 5/1/17 through 5/31/17

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
05/18/2017	5094	R519	000264	Tailored Custom Products		\$3,975.59
	62-0000-0-0000-0000-4310-00			Uniforms	T-shirts	3,975.59
05/18/2017	5095	R520	000107	CalSTRS		\$856.58
	62-0000-0-0000-0000-9505-00			STRS Payable	April 2017 CalSTRS - Balance	856.58
05/19/2017	5096	R521	000006	Staples Advantage		\$46.08
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies	46.08
05/19/2017	5097	R522	000188	Midland National Life Insurance Company		\$1,000.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	Nona Jones Pol#8500592405, SS#0183	1,000.00
05/19/2017	5098	R523	000210	Midland National Life Insurance		\$1,090.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	Barbara Hale Pol#8500592563, SS#5156	1,090.00
05/19/2017	5099	R524	000211	Midland National Life Insurance Company		\$500.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	Katherine Olson Pol#8500605689, SS#7004	500.00
05/19/2017	5100	R525	000212	Midland National Life Insurance Company		\$100.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	Contessa Brown Pol#8500605693, SS#2422	100.00
05/19/2017	5101	R526	000213	Midland National Life Insurance Company		\$100.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	Laura Girard Pol#8500605690, SS#3712	100.00
05/19/2017	5102	R527	000220	Midland National Life Insurance Company		\$250.00
	62-0000-0-0000-0000-9506-00			403(b) Payable	Sadie Mata POL#8500610527, SS#9084	250.00
05/22/2017	5103	R528	000129	CR&R Incorporated		\$330.64
	62-0000-0-0000-0000-5500-00			Operations and Housekeeping Services	Service Period - 50-01-17 - 05-31-17	330.64
05/22/2017	5104	R529	000263	Image Source		\$673.91
	62-0000-0-0000-0000-5600-00			Rentals, Leases, Repairs, and Noncapitalized Impro	Period - 04-06-17 - 05-05-17	673.91
05/22/2017	5105	R530	000219	Denise Stearns		\$451.69
	62-0000-0-0000-0000-5800-00			Professional/Consulting Services and Operating Exp	Services	451.69
05/22/2017	5106	R531	000169	Oxford Consulting Services, Inc		\$4,921.50
	62-6500-0-0000-0000-5800-00			Professional/Consulting Services and Operating Exp	Direct Service Period -April 2017	4,921.50
05/25/2017	5107	R532	000272	Christy Picard		\$150.03
	62-0000-0-0000-0000-4300-00			Materials and Supplies	Supplies - Reimbursement	150.03

Sycamore Academy

Check Listing

For Checks Dated 5/1/17 through 5/31/17

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
05/25/2017	5108	R533	000254	Sara Lease		\$161.98
				62-0000-0-0000-0000-4300-00	Materials and Supplies	Supplies - Reimbursement 9.68
				62-0000-0-0000-0000-4302-00	Classroom Supplies	152.30
05/25/2017	5109	R534	000058	YMCA Overnight Camps		\$9,040.00
				62-0000-0-0000-0000-5843-00	Student Field Trips	Feild Trip 9,040.00
05/25/2017	5110	R535	000052	Western Fire Co. Inc		\$370.00
				62-0000-0-0000-0000-5500-00	Operations and Housekeeping Services	Equipment Check Up 370.00
05/26/2017	5111	R537	000252	little tot moppet		\$1,725.00
				62-0000-0-0000-0000-5852-00	Contract Labor	One-third payment for trimester (2016-17 school year) 1,725.00
05/26/2017	5112	R538	000006	Staples Advantage		\$1,660.05
				62-0000-0-0000-0000-4302-00	Classroom Supplies	Supplies 1,660.05
05/26/2017	5113	R539	000253	Xerox Financial Services		\$350.00
				62-0000-0-0000-0000-5600-00	Rentals, Leases, Repairs, and Noncapitalized Impro	Billing Period - 05-06-17 - 06-05-17 350.00
05/26/2017	5114	R540	000175	Southern California Edison		\$1,775.03
				62-0000-0-0000-0000-5620-00	Utilities	Period - 04-19-17 - 05-18-17 1,775.03
05/26/2017	5115	R536	000105	Bolton & Company		\$4,401.00
				62-0000-0-0000-0000-9420-00	Land Improvements	Insurance 4,401.00
05/30/2017	5116	R541	000181	Frontier		\$279.66
				62-0000-0-0000-0000-5940-00	Telephone & Telecommunications	Period - 05-16-17 - 06-15-17 279.66
05/30/2017	5121	R542	000020	Guardian		\$1,239.48
				62-0000-0-0000-0000-9330-00	Prepaid Expenditures (Expenses)	Period - 06-01-17 - 06-30-17 1,239.48
05/30/2017	5122	R543	000053	City of Wildomar		\$6,714.03
				62-0000-0-0000-0000-9450-00	Work in Progress	WQMP & Grading 6,714.03
05/30/2017	5123	R544	000223	Apex Dallaire LLC		\$1,602.52
				62-0000-0-0000-0000-5950-00	Fundraising	Fun Run Fee 1,602.52
05/30/2017	5124	R546	000131	Riverside County Treasurer		\$280.96
				62-0000-0-0000-0000-5310-00	Licenses and Fees	Tax Bill - 2016-2017 280.96
05/30/2017	5125	R545	000033	Aflac		\$303.68
				62-0000-0-0000-0000-9330-00	Prepaid Expenditures (Expenses)	Period - April 2017 303.68

Fiscal Year: 2017
Report Date: 06/09/2017

Sycamore Academy

Check Listing

For Checks Dated 5/1/17 through 5/31/17

Check Date	Check#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #			Account Title		
55 Checks						\$179,213.75



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

ASSISTANT PRINCIPAL

The role of the Assistant Principal is to assist the Executive Director as the educational leader and chief administrator of the charter school in the implementation of the mission and vision of the organization as described in the law, charter and board policy.

ESSENTIAL FUNCTIONS:

- Assist with planning and directing the instructional programs and school plant operations; participate in staff, student and community activities; organize, direct, evaluate and supervise assigned certificated and classified staff.
- Promote a collaborative team culture among all staff with the focus of accomplishing the mission and vision of the school.
- Assists the Executive Director in serving as an educational leader of the school by initiating proposals, expanding opportunities for the school to accomplish its goals and the California Common Core Standards, and inspiring others to work towards high standards.
- Conduct and organize yearly program evaluation by managing the process of analyzing assessment data to improve student achievement in meeting the California Common Core Standards and the school goals and measurable outcomes.
- Responsible for keeping the school in compliance with WASC guidelines and objectives.
- Liaison to Lake Elsinore school district.
- Supervise and evaluate personnel.
- Assist in the development and implementation of Board policies.
- Support all staff by encouraging and providing opportunities for their professional development.
- Responsible for the supervision and evaluation of all assigned staff.
- Assists the Executive Director to ensure that the school is fiscally sound and stable.
- Assists the Executive Director with ensuring timely reporting to the charter authorizer of necessary reports and documents as specified in the charter.
- Serve as the Student Study Team Coordinator and Facilitator.
- Serve as Special Education Liaison to the District for purpose of collaboration; improve communication and servicing regarding students with special needs.
- Assists the Executive Director in preparing and conducting charter renewals.
- Accept other responsibilities as assigned by the Executive Director.

REPORTS TO: Executive Director

EVALUATION: Executive Director

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- Appropriate CA credential for the assignment
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

DIRECTOR OF OPERATIONS

The role of the Director of Operations is to support the students and faculty in the implementation of the mission and vision of the organization.

ESSENTIAL FUNCTIONS:

- Oversee staff and student safety through the development of policies and procedures and implementation.
- Supervise and monitor compliance of laws regarding health records.
- Compile and implement appropriate records for field trips, extra-curricular activities and other events that require health/safety documentation.
- Overseeing security of the campus by creating security badges, maintain radios and keys.
- Supporting security on campus through video monitoring and alarm response.
- Schedule and implement safety drills.
- Plan, organize, supervise and carry out duties necessary to administer a comprehensive risk management program.
- Obtain and review property and liability insurance coverage, safety and loss prevention, student injury claims and workers' compensation
- Direct facilities, maintenance and custodial staff.
- Establish and maintain databases (PowerSchool, School Admin, Gmail, BoardDocs, Edlio).
- Organize compliance with the enrollment process, wait list and file maintenance.
- Performs as IT Director and primary support for PowerSchool, PowerTeacher, PowerPortal and School Admin, Edlio and Gmail.
- Create and monitor security of all technology, emails and controls access.
- Web design and update of school website.
- Maintain and update all technology in correlation with the Board adopted Tech Plan.
- CAASPP Technology Coordinator and support.
- Develops community relations through activities, events and marketing.
- Gather input and create stakeholder surveys to support long term sustainability.
- Ensure accurate and sufficient documentation for the RRCSA Board of Directors.
- Attend RRCSA board meetings and report on school operations.
- Liaison to the City of Wildomar
- Supervise and evaluate personnel.
- Other duties as requested by Executive Director.

REPORTS TO: Executive Director

EVALUATION: Executive Director

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification
- Knowledge of the Brown Act

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

DIRECTOR OF PERSONNEL

The role of the Director of Personnel is to support the staff in the implementation of the mission and vision of the organization as described in the law, charter, and board policy.

ESSENTIAL FUNCTIONS:

- Plan, organize, direct, and participate in a variety of research and development activities related to the function to the Personnel Services department.
- Supports the recruitment, selection, and orientation of new employees.
- Process new employees/substitutes including ensuring that required employment documents are completed, and verify proper credentials are held for current teaching assignments. Enter all new employees/substitutes into databases.
- Assist in the preparation of updated or new personnel policies and procedures.
- Update job descriptions for approval by the board, as needed.
- Assist in planning and development of non-certificated staff schedules.
- Establishes and maintains current list of available and approved substitute certificated/non-certified personnel.
- Notifies payroll department of employment and termination of employee/substitutes.
- Maintains current knowledge of labor laws.
- Coordinate staff benefits with vendors.
- Verify accuracy of CALSTRS/CALPERS reporting.
- Generate a variety of personnel reports and substitute personnel daily and monthly computer reports for accounting and payroll purposes.
- Track employee attendance.
- Manage and create data reports, performs file transfers and data conversions for the purpose of meeting local, state and federal timelines.
- Analyze and prepare all state-level reporting and coordinates compliance reviews related to CalPADS, staffing and other various reports.
- Coordinates data submission to CALPADS and associated programs and databases. Audits, certifies, and publishes student and staff information to CALPADS and other local, regional, state, and federal agencies.
- Positively contribute to the school culture through honest collaboration.
- Other duties as requested by the Executive Director.

REPORTS TO: Executive Director

EVALUATION: Executive Director

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

DIRECTOR OF STUDENT SERVICES

The role of the Director of Support Services is to support the organization in the implementation of differential instruction for students in MTSS and provide support to faculty as described in the law, charter, and board policy.

ESSENTIAL FUNCTIONS:

- Supports individual intervention for identified students.
- Manage and provide support for students receiving special education services, students on 504 Plans.
- Nurtures the development of ELA for ELD students.
- Monitor student progress and provide a monthly written report to the Governing Board.
- CAASPP Coordinator for students in special programs.
- Manage parent and student questions and concerns regarding support service.
- Provide support to the Student Study Team.
- Input student data utilizing California Special Education Management Information System (CASEMIS), and Special Education Information System (SEIS) Digital IEP program.
- Manage the data in TOMs for CAASPP reporting for special education students.
- Analyze and prepare all state-level special education reporting and coordinate compliance reviews related to special education and various reports and forms related special education.
- Manage scheduling IEP, 504 and SST team meetings in compliance with law, board policy and school procedures.
- Coordinate contracted service providers schedules and track service time. Compare service time with IEP minutes of service for compliance.
- Process student enrollments and withdrawals for special education students in SEIS.
- Responds to questions regarding SELPA policies and procedures.
- Acts as liaison to community based services for the purpose of identifying community resources to support selected at-risk youth.
- Enhances the MTSS processes in the general education setting.
- Participate in professional development to stay up to date on changes to laws impacting special education, MTSS, CAASPP.
- Other duties as requested by the Executive Director.

REPORTS TO: Executive Director

EVALUATION: Executive Director

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION

Ronald Reagan Charter School Alliance

TEACHER

The role of the teacher is to collaboratively implement the academic program and related activities as described in the charter.

ESSENTIAL FUNCTIONS:

- Plan, organize and implement SPEC designed lessons including modifications, interventions and enrichment as needed.
- Demonstrate the community culture of the program and in line with the mission and vision of the charter.
- Facilitate all elements of the program as outlined in the charter or described by administration.
- Communicate with students, parents and other faculty and staff, for the purpose of improving the educational experience for all students.
- Ensure timely submission of daily attendance, data reports, learning records, and any other reports as required by the charter or administration.
- Notify parents/guardians of student progress as outlined by the charter and/or administration.
- Complete a thorough analysis of each student academic levels, monitor progress and ensure that appropriate supports are in place for each student.
- Comply with Independent Study law and Board approved policy.
- Collaborate professionally with any students, colleagues, parents, and community members as described in the Code of Professionalism.
- Attend and participate in all staff meetings and professional learning opportunities.
- Maintain integrity with time and work ethic, including arriving promptly to meetings and submitting required documents in advance of the deadline.
- Positively contribute to the school culture through honest collaboration.
- Other duties as requested by the Executive Director.

REPORTS TO: Executive Director or Designee

EVALUATION: Executive Director or Designee

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- Appropriate CA credential for the assignment
- First Aid and CPR certification
- CPI or like program
- Annual Mandated Reporter Certification



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

EDUCATION SPECIALIST

The role of the Education Specialist is to plan, organize and implement SPED designed specialized academic instruction to support Special Needs students in reaching IEP goals as described in the charter.

ESSENTIAL FUNCTIONS:

- Demonstrate the community culture of the program and in line with the mission and vision of the charter.
- Provide professional and timely reports in compliance with IDEA.
- Facilitate all elements of the program as outlined in the Charter and SELPA Plan.
- Provide individual and small group specialized academic instruction within the general education setting.
- Develop and implement individualized academic programs driven by formal and informal assessments of academic achievement, social-emotional development and vocational skills according to governmental and organizational guidelines.
- Conduct assessments/evaluations of student abilities and needs.
- Positively contribute to the school culture through honest collaboration.
- Support general education teachers through co-teaching, co-planning, collaboration, providing resources, etc.
- Ensure timely submission of reports, assessments and other documentation.
- Notify students parents/guardians of student progress as outlined by the charter and/or administration.
- Complete a thorough analysis of each student assigned to caseload, monitor progress and ensure that appropriate supports are in place for each student.
- Collaborate professionally with all students, colleagues, parents, and community members as described in the Code of Professionalism.
- Attend and participate in all staff meetings and professional development opportunities.
- Maintain integrity with time and work ethic, including arriving promptly to meetings and submitting required documents in advance of the deadline.
- Positively contribute to the school culture through honest collaboration.
- Other duties as requested by the Executive Director/Director of Support Services.

REPORTS TO: Director of Student Services

EVALUATION: Director of Student Services

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- A current/valid California Education Specialist Instruction Credential (Moderate-Severe)
- CPI or like program
- Annual Mandated Reporter Certification



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

ATTENDANCE CLERK

The role of the attendance clerk is to ensure accurate attendance accounting in compliance with board policy..

ESSENTIAL FUNCTIONS:

- Communicate with students, teachers, parents and other employees for the purpose of resolving discrepancies in attendance.
- Monitor and ensure timely teachers' submission of daily attendance.
- Notify parents/guardians of absences daily.
- Monitor student attendance, prepare attendance related communicates to ensure parent compliance with Board approved policy.
- Track Independent Study contracts, ensuring that each contract and subsequent work submission is in compliance with the law and Board approved policy.
- Submit student records requests to student's previous schools, track receipt and ensure student records are complete

REPORTS TO: Director of Support Services

EVALUATION: Director of Support Services

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

PE INSTRUCTOR

The role of the PE Instructor is to assist the PE Teacher with supporting the students and faculty in the implementation of the mission and vision of the organization.

ESSENTIAL FUNCTIONS:

- Assist PE Teacher with planning, organizing and implementing SPEC designed and SPARK inspired activity including modifications and interventions as needed.
- Provide professional and timely reports as directed.
- Communicate with students, faculty and staff, for the purpose of improving the educational experience for all students.
- Helps to supervise Peaceful Playground and recess.
- Supervises locker rooms during changing times.
- Collaborate professionally with all students, colleagues, parents, and community members as described in the Code of Professionalism.
- Notify the office of all activities, events, planned visitors or special projects at least 48 hours in advance.
- Attend and participate in professional development opportunities as applicable.
- Maintain integrity with time and work ethic, including arriving promptly to meetings and submitting required documents in advance of the deadline.
- Positively contribute to the school culture through honest collaboration.
- Perform general housekeeping duties as needed.
- Assist with parking/valet as needed.
- Other duties as requested by the Executive Director.

REPORTS TO: Assistant Principal

EVALUATION: Assistant Principal

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

PERSONNEL CLERK

The role of the Personnel Clerk is to assist with coordinating coverage for non-certificated absences and maintain confidentiality of staff information in compliance with board policy.

ESSENTIAL FUNCTIONS:

- Answers the phone.
- Assist parents, students, staff, vendors, and visitors to the office.
- Performs the duties of other office staff if temporarily unavailable.
- Select, call and secure qualified non-certificated substitute personnel.
- Record appropriate information from absent non-certificated employees when needed.
- Ensure that absences and substitute assignments are communicated to staff.
- Input and track staff T.B. clearance and inform staff when new clearance is needed.
- Initiate electronic requests for drug screenings for new employees at the request of the Director of Personnel.
- Performs routine data entry and record keeping.
- Performs general clerical work and other duties as assigned.
- Types various reports, letters, notices and lists.
- Uses office machines and software to include multiple line telephones, voice mail, document shredder, computer, email, internet, copier, printers, fax machine, electric stapler, etc. to complete various office tasks and supports other office staff in the use of such equipment.
- Positively contribute to the school culture through honest collaboration.
- Other duties as requested by administration.

REPORTS TO: Director of Personnel

EVALUATION: Director of Personnel

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

HEALTH TECHNICIAN

The role of the Health Technician is to ensure the health and wellness of students in compliance with board policy.

ESSENTIAL FUNCTIONS:

- Develops health policies and procedures.
- Administer first aid treatment for illness and/or injuries.
- Report health office visits to parents.
- Assess student health records and ensure compliance.
- Complete CHDP reporting.
- Maintain stock of first aid supplies.
- Dispense prescribed medication per M.D. orders.
- Maintain emergency contact records.
- Coordinate health assessments.
- Types various reports, letters, notices and lists.
- Uses office machines and software to include multiple line telephones, voice mail, document shredder, computer, email, internet, copier, printers, fax machine, electric stapler, etc. to complete various office tasks.
- Positively contribute to the school culture through honest collaboration.
- Other duties as requested by administration.

REPORTS TO: Director of Operations

EVALUATION: Director of Operations

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

FISCAL CLERK

The role of the Fiscal Clerk is to ensure accurate and timely tracking and submission of accounts payable and accounts receivable in compliance with board policy.

ESSENTIAL FUNCTIONS:

- Types various reports, letters, notices and lists.
- Receive and checks invoices and verifies them against packing slips, purchase orders and monthly statements.
- Obtain and verify approval of invoices prior to payment.
- Tracking petty cash for any transactions done with the petty cash.
- Prepare accounts payable with appropriate records for approval.
- Submit approved batches for payment.
- Maintain bank records and credit card statements.
- Assist and produce records per auditor request.
- Collects and processes the mail.
- Uses office machines and software to include multiple line telephones, voice mail, document shredder, computer, email, internet, copier, printers, fax machine, electric stapler, etc. to complete various office tasks.
- Positively contribute to the school culture through honest collaboration.
- Other duties as requested by administration.

REPORTS TO: Executive Director

EVALUATION: Executive Director

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

MEDIA CLERK

The role of the Media Clerk is to disseminate marketing information to the general public in compliance with board policy.

ESSENTIAL FUNCTIONS:

- Upload pictures to media outlets.
- Receive weekly pictures from grade levels and upload appropriately.
- Prepare the weekly e-newsletter with input from administration, teachers and staff.
- Maintain public calendar and ensure accuracy.
- Maintain front office chalkboard, postings, and notices.
- Approve student created posters for appropriateness and accuracy prior to display on campus.
- Disseminate information to office staff regarding calendar changes and events.
- Prepare materials for the governing board's meetings as directed by administration.
- Positively contribute to the school culture through honest collaboration.
- Perform the duties of other office staff if unavailable.
- Other duties as requested by administration.

REPORTS TO: Director of Operations

EVALUATION: Director of Operations

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx



JOB DESCRIPTION
Ronald Reagan Charter School Alliance

MENTOR

The role of the Mentor is to support the students and faculty in the implementation of the mission and vision of the organization.

ESSENTIAL FUNCTIONS:

- Assists teachers in implementing/presenting lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by a teacher.
- Performs a variety of activities pertinent to training, physical care, and tutoring in order to inculcate habits, knowledge, and skills in students.
- As directed or authorized by the Health Technician may take student temperatures, administer first aid, and provide basic nursing care.
- Under the teacher's direction, participates in data collection on behaviors as part of behavior support plan development and implementation.
- Assists teachers in working with students who may be demonstrating inappropriate behaviors. Works as a member of a team to implement the behavior support plan and/or crisis plan as trained by appropriate staff.
- Assists teachers in carrying out positive reinforcement procedures and reactive strategies.
- Assists students on field trips by reinforcing learning situations and supervising activities.
- Performs school traffic duty as assigned.
- May act as a resource regarding student issues at Individual Education Plan (IEP) meetings, if requested.
- Positively contribute to the school culture through honest collaboration.
- Other duties as requested by administration.

REPORTS TO: Assistant Principal

EVALUATION: Portfolio and reflection

QUALIFICATIONS:

- Adhere to the Code of Professionalism
- Meet the Employee Qualifications as outlined in the Charter
- First Aid / CPR training
- Annual Mandated Reporter Certification

BOARD APPROVED xx/xx/xx