LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-2019

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
Savant Preparatory Academy of Business	Eva Tillman / Principal	etillman@savantprepacademy.com (909) 659-7959

2017-20 Plan Summary

The Story

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

Savant Preparatory Academy of Business (SPAB) is a site-based, tuition free TK-6 charter school that services the community and City of San Bernardino. It is our mission to provide an enriched and innovative educational experience that is rooted in financial literacy and entrepreneurship. We balance both the experiential and academic learning in order to prepare children for the demands of the 21st century, equip students with skills necessary to compete globally, ensure that scholars are career, college, and business ready, and develop a growth mindset to encourage leadership and management capabilities.

Savant Preparatory Academy of Business targets students and families living in the San Bernardino City Unified School District. SPAB students focus on students who come from economically disadvantaged families and may be significantly low in reading and math. SPAB is fully prepared to serve English Language Learners, At-Risk Students, Special Education Students, and High Achieving Students. SPAB produces scholars who are financially literate, passionate about their purpose, and positioned to become entrepreneurial leaders in the community. The key characteristics of SPAB include:

Vision – Savant scholars are taught to see opportunity in all situations. Our scholars are innovative thinkers who are always looking for ways to create new ideas or improve on current processes, services, and/or products. Our scholars will be able to look to the future to develop and initiate a plan to make life better for those to come.

Passion – While financial literacy is a key component of maintaining a successful business, our scholars at Savant will not simply work for money in adulthood; they will be driven by passion. At SPAB, students embrace the idea that a true scholar is a distinguished intellectual who is excited and passionate about learning. Scholars are passionate learners who realize that learning happens both inside and outside of the classroom. because, even when things get tough, a successful entrepreneur will be fueled by their passion and the greater good.

Resilience – An inevitable part of becoming an entrepreneur is experiencing failure. Sir Winston Churchill said, "Success is the ability to go from one failure to another with no loss of enthusiasm", and that embodies the resiliency that a Savant scholar possesses. Some of the best learning takes place after failure, and Savant scholars embrace the opportunity to learn from their mistakes.

Self-motivation – Scholars at SPAB feel confident in their strengths and are self-motivated to reach their full potential. SPAB scholars take the time to garner a strong sense of self and go the extra mile to show others that their ideas and talents are worth consumers' time and money. At school, Savant scholars motivate themselves to reach the high expectations for academic achievement and conduct that will make them model citizens and business owners in their future.

Flexibility – Scholars at SPAB realize that successful scholars and entrepreneurs must learn how to face and navigate challenges. When scholars receive new information or experience a change in their circumstances, they will be prepared to make adjustments. At SPAB, scholars realize that, when things do not go as planned, they must be flexible, persistent, and ready to create new solutions in order to achieve their goals.

Savant Preparatory Academy of Business began its first year of operation in the 2018-2019 school year and this LEA has already been able to have a positive influence on student achievement, collaborate with the community, and meet with stakeholders.

Since Savant Prep started as a TK-2nd grade program, the LEA will not have state testing results until the end of the 2019-2020 school year. However, Savant still uses multiple measures of of assessment to ensure that students are growing and achieving academic proficiency. On a weekly basis, Savant tests students on standards taught for the week using the weekly assessments provided through the English language arts and math curriculum. Savant Prep has also administered the NWEA standardized assessments that also allow teachers to understand how scholars rank nationally. We can also use the results to inform instruction and enhance intervention plans to promote student achievement.

Savant has participated in several community events within the first year of operation. Founders, parents, and scholars of SPAB attended numerous community events. On June 23, 2018, a few months prior to opening day, Savant Prep attended the San Bernardino Community Block Party; on January 21, 2019, SPAB gathered parents and scholars to attend the IECAAC's Dr. Martin Luther King Breakfast; on February 10, 2019 Savant attended the San Bernardino Black Chamber of Commerce's Black History Expo; on March 17, 2019 the Savant Team was honored for their work in the community by the San Bernardino City Chapter of Lily of the Valley; on April 6, 2019 SPAB attended the National Black Grad Scholarship Banquet and purchased an ad to support the non-profit's efforts to provide scholarships to the youth of the Inland Empire. On April 13, 2019 Savant Prep participated in San Bernardino Cares Day as part of the San Bernardino Charter Consortium. Savant scholars and parents

volunteered to clean up Seccombe Lake and gathered at Perris Hill park to provide games and food to the community. On April 20, 2019 Savant Prep families attended an Eggstravaganza hosted by All Nations' Worship Assembly at a local high school where there was plenty of food and fun. On May 11, 2019, Savant attended The Links, Inc. Scholarship Breakfast. Savant purchased an ad to support this event that provides scholarships to the youth of the community, and on May 17, 2019, Savant Prep attended the Young Visionaries Gala to support a nonprofit organization that provides opportunities to disadvantaged youth in San Bernardino.

Savant consistently updates and engages stakeholders in our program. Savant Prep hosts formal monthly meetings with parents and coffee with the principal to receive feedback, keep them updated on all events, and remind them of school procedures and policies. SPAB sends out monthly parent newsletters to update and inform parents about community events. This year, Savant hosted a parenting class and offered many opportunities for parents to be part of the school culture. We had parent committees in which parents put together a winter holiday toy drive, Mother's Day Tea, Father's Day Dance, Culture Day, an End of the Year Cookout, and Kindergarten Promotion.

On October 18, 2019, Savant opened its door to the community through an Open House event. Throughout the year, many community leaders have come tour our campus. We've had community groups such as the The Links, Incorporated come to donate literature, supplies, and snacks. We have received visits from SBCUSD board members, the SBCUSD Superintendent, Dr. Dale Marsden, and Assistant Superintendent Dr. Keenon Mitchell, members of SBCUSD cabinet, and SBCUSD administrators to witness our practices and provide support. Various community members have also come to visit Savant and ask about ways to support the academic program, which further promotes student achievement and the LEA's overall success.

The aforementioned examples attest to the commitment Savant Preparatory Academy of Business has to the San Bernardino community. This LEA desires to serve and ensure that the children of San Bernardino receive an exceptional educational experience rooted in financial literacy and entrepreneurship.

LCAP Highlights

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

As Savant completes the first year of operation, the LCAP served as a tool used to identify both organizational and instructional factors that significantly impact student achievement. The input from stakeholders, both formal and informal, helped Savant establish goals for the upcoming school year. Some key elements of this year's LCAP are the adoption of Common Core aligned curriculum, parent engagement, culturally relevant pedagogy, and the implementation of a financial literacy curriculum.

Review of Performance

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

Greatest Progress

Not Applicable

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

Greatest Needs

Not Applicable

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

Performance Gaps

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Annual Update

LCAP Year Reviewed: 2018-2019

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

Savant Preparatory Academy of Business will provide students with access to Common Core aligned curriculum and high quality instruction that encourages rigor, student engagement, and mastery of grade level content in all subject areas.

State and/or Local Priorities addressed by this goal:

State Priority #1: Basic Services

State Priority #2: Implementation of Common Core State Standards

State Priority #4: Student Achievement

State Priority #5: Student Engagement

State Priority #7: Course Access

State Priority #8: Student Performance

Annual Measurable Outcomes

Expected	Actual
All ELA, math, and science curriculum will be aligned with the standards. Supplemental programs in ELA, ELD, and math will be standards-aligned.	All curriculum was aligned to standards.
Teachers will be evaluated using the California Standards of the Teaching Profession and provided feedback to improve rigor and student engagement.	Teachers were evaluated using the California Standards of the Teaching Profession
60% of students will meet grade level standards on end of the year assessments in ELA and math.	70% of students met level standards by the end of the year in math and ELA.
All teachers will be fully credentialed.	All teachers were credentialed for the 2018-2019 school year.
Professional development will be scheduled at the beginning of the year to support teachers in effective implementation of grade level standards.	Educators received professional development at the beginning of the school year to support effective implementation of grade level standards.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain Wonders, Engage New York, and STEMScopes curriculum that are California State Common Core aligned in ELA, math, and science.	Savant Prep used Wonders, Engage New York, Pearson, and STEMScopes curriculum that are California State Common Core aligned in ELA, math, science, and social studies.	**$40,000** LCFF Base 4100 Approved Textbooks and Core Curricula Materials	**$ 24,638.69** PCSGP 4100 Approved Textbooks and Core Curriculum Materials- $ 24,138.67 4200 Books and Other Reference Material- $500.02

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adopt Wonders ELD curriculum and consumables for all EL learners.	ELD curriculum and consumables were adopted through Wonders.	**$40,000** LCFF Base 4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)	**$16,547.59** PCSGP 4100 Approved Textbooks and Core Curriculum Materials- $16,047.57 (Partial Duplicate Expense; 1st Referenced in Goal 1, Action 1) 4200 Books and Other Reference Material- $500.02 (Duplicate Expense; 1st Referenced in Goal 1, Action 1)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students who do not meet mastery will receive intervention through teacher remediation and small group instruction using California Common Core State Standards aligned supplemental materials.	Savant used NWEA to measure student's progress for proficiency. NWEA mapped common-core standards to align with content area. Educators used Wonders differentiated instruction to plan for intervention in the area of reading.	**$35,000** LCFF Base and/or LCFF S&C 4300 Materials and Supplies	**$3,750.00** PCSGP 5310 Licenses and Fees

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will have regular informal observations and meetings with administration to reflect on teaching practices and suggestions for improvement. The California Standards for the Teaching Profession will be used as a rubric for expectations.	Educators had formal and informal observations throughout the school year. Meetings were scheduled to reflect on teaching practices and areas of improvement.	**No Expense**	**No Expense**

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Using the assessments provided by the	Assessments were used on a weekly basis to drive instruction.	**$40,000**	**$ 24,638.69** PCSGP

		LCFF Base and/or LCFF S&C 4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)	4100 Approved Textbooks and Core Curriculum Materials-$ 24,138.67 (Duplicate Expense; 1st Referenced in Goal 1, Action 1) 4200 Books and Other Reference Material- $500.02 (Duplicate Expense; 1st Referenced in Goal 1, Action 1)
Wonders, Engage New York, and STEM Scopes curriculum, assessments will be administered bi-weekly to drive instruction.			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administer English Language Proficiency Assessments for California to gather baseline and progress monitoring data for reclassification purposes. Provide students the opportunity to take the Test of English Language Learning to screen, diagnose, and progress monitor EL development towards reclassification.	Students were given the ELPAC assessments and were monitored towards EL reclassification.	**$3,000** LCFF S&C 2000-2999 ELPAC Coordinator	**$7,000** LCFF Base 1000-1999 Certified Salaries

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit teachers using multiple teacher outreach systems and specify the criteria for teacher qualifications.	Teacher recruitment were made through different outreach systems. Teacher qualifications were outlined at time of outreach.	**$1,200** PCSGP 5300 Dues and Membership	**$750.00** LCFF Base 5310 Licenses and Fees

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Design a professional development schedule for the school year using teacher feedback. Savant will revisit the calendar to make updates based on the needs for student achievement and teacher development. All development will be rooted in the California State Common Core Standards.	Professional development occurred on a weekly basis. Educators were provided weekly agendas with talking points to reflect student needs for achievement and teacher development.	**$15,000** $7,500 PCSGP $7,500 LCFF Base 5840 Professional Development	**$4,921.81** LCFF Base 5300 Materials and Supplies- $208.72 5220 Conferences, Conventions, and Meetings- $184.55 Title II 5840 Professional Development- $4,528.54

Analysis

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

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

Savant Prep implemented common core aligned curriculum in all content areas. Educators provided students with a high quality instruction that encourages rigor, mastery of grade level standards, and student engagement. During professional development educators collaboratively planned and aligned standards with all curriculum to provide an excellent program. Savant Prep used assessments on a weekly basis to guide instruction.

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

The actions/services were very successful in achieving the goal. Students were provided with Wonders, EngageNY, and Stemscopes curriculum that is all aligned with Common Core standards. Teachers were evaluated, both formal and informal, through the California Standards of the Teaching Profession to improve rigor and student engagement in the classroom. Teachers used weekly assessments to drive instruction and formulate individualized plans to meet students needs. 70% of students met mastery of grade level standards by the end of the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures were overestimated especially for curriculum and professional development. Due to fiscal constraints, administration limited the curriculum purchased through research of more effective materials aligned to CCSS. Most purchases were made using PCSGP funds.

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.

Goals and actions/services remained unchanged with updates made to budgeted expenditures.

Goal 2

Maintain a safe school climate that fosters student achievement through parent engagement, the implementation of culturally relevant practices, and socio-emotional wellness.

State and/or Local Priorities addressed by this goal:

State Priority #1: Basic Service

State Priority #3: Parental Involvement

State Priority #4: Student Achievement

State Priority #5: Student Engagement

State Priority #6: School Climate

State Priority #8: Student Performance

Annual Measurable Outcomes

Expected	Actual
50% of stakeholders believe the school is safe for students.	90% of stakeholders believe the school is safe for students.
Administration, teachers, staff, and parents will participate in the development and adoption of the school safety plan.	All stakeholders participated in the development and adoption of the school safety plan.
Savant will conduct a maintenance inspection every trimester using a checklist influenced by the California Department of Education.	Savant conducted two maintenance inspections following guidelines by the California Department of Education.
Parent survey will reflect 50% of parents agree that Savant actively engages them in their child's education.	97% of parents agreed that Savant actively engages them in their child's education.
Professional development will be scheduled at the beginning of the year to support teachers in cultural competence and culturally relevant practices.	Professional development was scheduled to support cultural competence and culturally relevant practices.
Savant will implement Positive Behavior Intervention Support as a whole school and specific tiered intervention plans for students struggling to meet behavior standards.	Savant staff collaboratively used resources to implement Positive Behavior Intervention Support system. Savant used the first year of operation to establish school wide routines and procedures.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All parents and students will be encouraged to take the school safety survey.	All parents were encouraged to take the "Savant Parent survey" to provide feedback.	**$20,000** LCFF Base 5900 Communication: $3,000 5310 Licenses and Fees: $17,000	**$100** LCFF Base 5605 Equipment Lease

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop school safety plan through the input and perspective of all stakeholders. All procedures will meet the needs of the school's safety.	Stakeholders met to meet the needs of the school's safety. Safety plan was implement through numerous updates to the school site including purchase of a HVAC system, fire alarms, hiring of security, and paving of grounds. According to the parent survey, parents felt the school was safe.	**$3,000** LCFF Base 5900 Communication (Duplicated Expenditure, 1st Referenced in Goal 2, Action 1)	**$38,244.25** PCSGP 4400 Capitalized Equipment- $2,800 PCSGP ($4,416.20), Remained LCFF Base 5800 Professional/ Consulting Services and Operating Expenditures- $35,444.25

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Savant will use checklist to conduct maintenance inspections every trimester. Facilities will always be up to code per California Department of Education.	Savant conducted inspections three times during the school year. Maintenance was scheduled as needed to be up to code per California Department of Education.	**$11,200** LCFF Base 5500 Operations and Housekeeping Services: $10,000 5510 Janitorial and Gardening Services: $1,200	**$16,320** LCFF Base 5852 Contract Labor

Action 4

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

| Parents will be encouraged to participate in student academics and volunteer for school-related activities including periodic meetings to with instructional staff to discuss grade level standards, identify goals, and design strategies to support student success. | Parents participated in parent committees to volunteer for school-related activities. Parents were provided weekly data reports to show student's growth, identify goals, and strategies for student success. | **$4,500**
PCSGP: $1,500
LCFF Base: $3,000
4700 Food: $1,500
5900 Communication: $3,000 | **$567.30**
PCSGP
4300 Materials and Supplies- $119.15
5911 Recruitment Advertising- $14.01
LCFF Base
4700 Food- $234.14
5600 Rentals Leases, Repairs and Non-Capitalized Improvements - $200 |

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will participate in professional development on topics related to cultural competency.	Staff participated in professional development on the development of topics related to cultural competency.	**$15,000** $7,500 PCSGP $7,500 LCFF Base 5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)	**$4,921.81** LCFF Base 5300 Materials and Supplies- $208.72 (Duplicate Expense; 1st Referenced in Goal 1, Action 8) 5220 Conferences, Conventions, and Meetings- $184.55 (Duplicate Expense; 1st Referenced in Goal 1, Action 8) Title II 5840 Professional Development- $4,528.54 (Duplicate Expense; 1st Referenced in Goal 1, Action 8)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will be coached on using appropriate techniques when seeking positive behavior, implementing behavior intervention plans, and building support systems. Students will be taught and reminded of behavior expectations on a regular basis.	Staff used appropriate techniques when seeking positive behavior and building support systems. Educators developed behavior plans for students.	**$10,000** LCFF Base 5817 Educational Consultants	**$5,689.23** LCFF Base 4300 Materials and Supplies- $1,636.19 4305 Instructional Materials and Supplies- $48.55 5600 Rental Leases, Repairs and Non-Capitalized Improvements- $161.99 5800 Professional/ Consulting Services and Operating Expenditures- $1,500 5852 Contract Labor- $2,342.50

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administrators and teachers will develop Tier 2 and Tier 3 behavior intervention supports for students experiencing severe disciplinary challenges.	Administrators developed Disciplinary Matrix to reflect Tier 2 and Tier 3 behavior intervention supports for students.	**$35,000** LCFF Base and/or LCFF S&C 4300 Materials and Supplies (Duplicated Expenditure; 1st Referenced in Goal 1, Action 3)	**No Expense**

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Foster youth students who need counseling services and low-income students who cannot access such services can receive referrals from the school on a case-by-case basis.	Savant referred low-income students to counseling services.	**No Expense**	**No Expense**

Analysis

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

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

In order to provide a safe school climate that fosters student achievement through parent engagement, the implementation of culturally relevant practices, and socio-emotional wellness we encouraged parents to get parent hours, had professional development on cultural proficiency, and offered counseling services for socio-emotional wellness. Savant Prep hosts formal monthly meetings with parents and coffee with the principal to receive feedback, keep them updated on all events, and remind them of school procedures and policies. SPAB sends out monthly parent newsletters to update and inform parents about community events. This year, Savant hosted a parenting class and offered many opportunities for parents to be part of the school culture. We had parent committees in which parents put together a winter holiday toy drive, Mother's Day Tea, Father's Day Dance, Culture Day, an End of the Year Cookout, and Kindergarten Promotion. Savant Prep had professional development about culturally relevant practices for students. Savant Prep also provided parenting courses and counseling services to socio-emotional wellness of both the parents and scholars.

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

The actions and services were very effective in achieving the goal. Parents attend parent meetings, coffee with the principal, and school events on a regular basis to attain parent hours. Savant used a variety of texts to represent different cultures and integrated music and

hands on activities into daily lesson to bring culturally relevant practices into the classroom. Savant referred families in need for counseling services and provided parents with culturally relevant parenting courses to support socio-emotional wellness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures were under-estimated for the cost of maintaining school safety. Savant encountered unexpected cost with regard to installing fire detectors including paving the ground for fire truck inspection. In addition, the school were required to hire security until the fire detectors were in pace. A HVAC system was also installed.

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.

Goals and actions/services remained unchanged with updates made to budgeted expenditures.

Goal 3

Utilize innovative instructional practices that allow students to comprehend tenets of financial literacy and entrepreneurship through interdisciplinary integration of common core state standards.

State and/or Local Priorities addressed by this goal:

State Priority #1: Basic Services

State Priority #2: Implementation of Common Core State Standards

State Priority #4: Student Achievement

State Priority #5: Student Engagement

State Priority #7: Course Access

State Priority #8: Student Performance

Annual Measurable Outcomes

Expected	Actual
Professional development will be scheduled at the beginning of the year to support teachers in implementing financial literacy curriculum.	Professional development was scheduled at the beginning of the year to support teachers in implementing financial literacy curriculum.
Savant will provide a financial literacy curriculum for all students.	Students were provided with a financial literacy curriculum for all students.
Teachers and administration will create a map of the California Common Core standards that are aligned with financial literacy curriculum.	Teachers aligned specific lessons with financial literacy curriculum. Teachers and administration did not create a map.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will participate in professional development to learn about how to	Teachers collaboratively learned how to implement a financial literacy and	**$15,000** $7,500 PCSGP	**$4,921.81** LCFF Base

| | | $7,500
LCFF Base
5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8) | 5300 Materials and Supplies- $208.72 (Duplicate Expense; 1st Referenced in Goal 1, Action 8)
5220 Conferences, Conventions, and Meetings- $184.55 (Duplicate Expense; 1st Referenced in Goal 1, Action 8)
Title II
5840 Professional Development- $4,528.54 (Duplicate Expense; 1st Referenced in Goal 1, Action 8) |

implement a financial literacy and entrepreneur program to elementary students. | entrepreneur program to elementary students through staff meetings and classroom observations. | | |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adopt the Your Financial Future curriculum Students will use information learned from from Bank of America to educate students on the basic tenets of financial literacy, entrepreneurship, personal money management, and fiscal responsibility.	Students adopted the Never Too Young: Personal Finance for Young Learners curriculum, developed by The Council for Economic Education available at no cost. Students will use information learned from to educate students on the basic tenets of financial literacy, entrepreneurship, personal money management, and fiscal responsibility.	**$40,000** LCFF Base 4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure; 1st Referenced in Goal 1, Action 1)	**$200** LCFF Base 5605 Equipment Lease

Action 3

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

Administrators and teachers will collaborate during professional development to create a standards map that links Common Core standards to the Your Financial Future curriculum.	Administrators and teachers collaborated during professional development to plan for financial literacy lessons.	$15,000 $7,500 PCSGP $7,500 LCFF Base 5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)	No Expense

Analysis

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

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

Administration and teachers collaborated with one another at weekly staff meeting and through classroom observations to implement a financial literacy program. Using the Never Too Young: Personal Finance for Young Learners curriculum, teachers followed detailed lesson plans to provide students with hands on activities and experiences related to finances and entrepreneurship.

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

The actions/services used to achieve the articulated goal were effective. Teachers were well versed in financial literacy curriculum and used the lesson plans within the curriculum to deliver the content.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures were overestimated especially for curriculum and professional development. The Never Too Young: Personal Finance for Young Learners curriculum, developed by The Council for Economic Education was available free for download thus reducing curriculum expenses. Savant was able to make copies for students as a cheaper alternative to purchasing text.

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.

Goals and actions/services remained unchanged with updates made to budgeted expenditures.

Stakeholder Engagement

LCAP Year: **2019-2020**

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?

Savant Preparatory Academy consulted with the board, parents, and community stakeholders to create this LCAP. During board meetings held in March and April of 2019, the board suggested to keep the community and families at the foundation of the school's decision making. They expressed the need for parental and community involvement in the development of our LEA; therefore, the goal to host parent engagement events and invite stakeholders out to our Business Expo in the third year of operation is incorporated in the LCAP.

SPAB communicates with all stakeholders, community members, families, and promises students in the development of the charter school. Founders of SPAB attend numerous community events, such as Martin Luther King Breakfast, Black History Expo, Charter School Community Service Day, and Links 41st Annual Scholarship Banquet, to update stakeholders about the development of the charter. In March of 2019, the Savant Team was honored for their work in the community by the San Bernardino City Chapter of Lily of the Valley.

Parents participate in a variety of meaningful ways. To ensure parent/guardian participation, SPA has appointed a standing School Site Council which serves in an advisory capacity to the SPA Board and is open to all parents/guardians and staff. The SSC advises the SPA Board through the Principal on the operations of the school, staff, teachers, and students. It reviews and provides input on policies and procedures for expulsions, curriculum, fundraising, and governance. The SSC is comprised of the Principal, one staff representative, two teacher representatives, and four elected parents.

Parents/Guardians are encouraged to become active in developing their student's learning plan and the school's curriculum, evaluation process, and other programs. Parents and teachers hold parent-teacher conferences to discuss student performance at the end of each trimester. Teachers update parents, through newsletters, email, online, etc., of the learning objectives occurring in the classroom.

Parent feedback is crucial for the decision-making process. SPAB has conducted an annual parent survey. Parents had the opportunity to make recommendations, voice their concerns, and help administrative staff prioritize the needs of the school community. All materials were translated in required languages and translators available at all meetings. SPAB has developed a variety of methods to communicate with students, parents, and community members. Ongoing communication through newsletters, emails, and phone calls has been employed to keep parents and community members up-to-date on the school's activities.

Impact on LCAP and Annual Update

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

One goal of SPAB is to empower parents as educational partners. Parents feel that their voice and participation at the school influences the development of Savant Preparatory of Business and its components. Parent/Guardian group meetings have been established on campus. They are used for parent/guardian education meetings, sharing resources, and parent/guardian organizing efforts for school improvement and community leadership. Outreach efforts include a monthly newsletter, email communications, and via remind, an app that allows teachers, scholars, and parents to communicate quickly and efficiently. Notices are given to the parents/guardians of times and dates of all parent/guardian meetings and all Board meetings for the year, special classroom and school-wide events, the process for time and labor donations to the school, the process for "phone tree/email communication" for all classrooms, access to a SPAB's website, and procedures for contacting parents/guardians during an emergency.

Ongoing involvement and communication within San Bernardino City has enabled us to make this a community project. Savant engages in meaningful conversations with parents during monthly parent meetings that help develop the goal to teach financial literacy to students. Parents continue to express a desire for their child to learn about financial literacy and entrepreneurship because they understand its relevance in the development of 21st century skills. At monthly meetings comprised of fellow charter school leaders, SPAB Founders engage in conversation regarding best practices. As a result, Savant prioritized the adoption of curriculum aligned to the California State Common Core Standards and providing meaningful professional development.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Savant Preparatory Academy of Business will provide students with access to Common Core aligned curriculum and high quality instruction that encourages rigor, student engagement, and mastery of grade level content in all subject areas.

State and/or Local Priorities addressed by this goal:

State Priority #1: Basic Services

State Priority #2: Implementation of Common Core State Standards

State Priority #4: Student Achievement

State Priority #5: Student Engagement

State Priority #7: Course Access

State Priority #8: Student Performance

Identified Need:

- Adoption and implementation of curriculum and supplemental instructional materials aligned with the California Common Core State Standards.
- Professional development of educators that will increase competence in all content areas, provide strategies to modify and increase rigor of adopted materials, train teachers in data analysis and lesson development, and improve teacher effectiveness with strategies that promote student engagement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Adoption of curriculum aligned with Common Core State Standards for core subject areas.	Not Applicable	Not Applicable	All ELA, math, and science curriculum were aligned with the standards. Supplemental programs in ELA, ELD, and math were standards-aligned.	All ELA, math, and science curriculum will continue to be aligned with the standards. Supplemental programs in ELA, ELD, and math will be standards-aligned.
Informal and formal teacher observations.	Not Applicable	Not Applicable	Teachers were evaluated using the California Standards of the Teaching Profession and provided feedback to improve rigor and student engagement.	Teachers will continue to be evaluated using the California Standards of the Teaching Profession and provided feedback to improve rigor and student engagement.
Formative and Summative Assessment data.	Not Applicable	Not Applicable	70% of students met grade level standards on end of the year assessments in ELA and math.	70% of students will meet grade level standards on end of the year assessments in ELA and math.
HR records	Not Applicable	Not Applicable	All teachers were fully credentialed.	All teachers will be fully credentialed.
Professional development schedule.	Not Applicable	Not Applicable	Professional development was scheduled at the beginning of the year to support teachers in effective implementation of grade level standards.	Professional development will be scheduled throughout the year to support teachers in effective implementation of grade level standards.

Planned Actions / Services

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

Action   1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	Not Applicable	Not Applicable

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New for 2018-19	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Used Wonders, Engage New York, and STEMscopes curriculum that are California State Common Core aligned in ELA, math, and science.	Maintain Wonders, Engage New York, and STEMscopes curriculum that are California State Common Core aligned in ELA, math, and science.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	$40,000	$56,000
Source	Not Applicable	LCFF Base	LCFF Base
Budget Reference	Not Applicable	4100 Approved Textbooks and Core Curricula Materials	4100 Approved Textbooks and Core Curricula Materials

Action 2

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	**Scope of Services**	**Location(s)**
Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Adopt Wonders ELD curriculum and consumables for all EL learners.	Adopt Wonders ELD curriculum and consumables for all EL learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	$40,000	$56,000
Source	Not Applicable	LCFF Base and/or LCFF S&C	LCFF Base
Budget Reference	Not Applicable	4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)	4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)

Action 3

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Students who do not meet mastery will receive intervention through teacher remediation and small group instruction using California Common Core State Standards aligned supplemental materials.	Savant used NWEA to measure student's progress for proficiency. NWEA mapped common-core standards to align with content area. Educators used Wonders differentiated instruction to plan for intervention in the area of reading.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	$35,000	$3,750.00

Source	Not Applicable	LCFF Base and/or LCFF S&C	LCFF Base and/or LCFF S&C
Budget Reference	Not Applicable	4300 Materials and Supplies	5310 Licenses and Fees

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Teachers will have regular informal observations and meetings with administration to reflect on teaching practices and suggestions for improvement. The California Standards for the Teaching	Teachers will have regular informal observations and meetings with administration to reflect on teaching practices and suggestions for improvement. The California Standards for the Teaching

	Profession will be used as a rubric for expectations.	Profession will be used as a rubric for expectations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**No Expense**	**No Expense**
Source	Not Applicable	[Add source here]	[Add source here]
Budget Reference	Not Applicable	[Add budget reference here]	[Add budget reference here]

Action   5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

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

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

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

Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Using the assessments provided by the Wonders, Engage New York, and STEM Scopes curriculum, assessments will be administered bi-weekly to drive instruction.	Using the assessments provided by the Wonders, Engage New York, and STEM Scopes curriculum, assessments will be administered bi-weekly to drive instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$40,000**	**$56,000**
Source	Not Applicable	LCFF Base and/or LCFF S&C	LCFF Base
Budget Reference	Not Applicable	4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)	4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)

Action   6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	Not Applicable	Not Applicable

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Administer English Language Proficiency Assessments for California to gather baseline and progress monitoring data for reclassification purposes. Provide students the opportunity to take the Test of English Language Learning to screen, diagnose, and progress monitor EL development towards reclassification.	Administer English Language Proficiency Assessments for California to gather baseline and progress monitoring data for reclassification purposes. Provide students the opportunity to take the Test of English Language Learning to screen, diagnose, and progress monitor EL development towards reclassification.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	$3,000	$8,000
Source	Not Applicable	LCFF S&C	LCFF Base
Budget Reference	Not Applicable	2000-2999 ELPAC Coordinator	2000-2999 ELPAC Coordinator

Action 7

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Not Applicable	Not Applicable

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth	Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New for 2018-19	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Recruit teachers using multiple teacher outreach systems and specify the criteria for teacher qualifications.	Recruit teachers using multiple teacher outreach systems and specify the criteria for teacher qualifications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$1,200**	**$750.00**
Source	Not Applicable	PCSGP	LCFF Base
Budget Reference	Not Applicable	5300 Dues and Membership	5310 Licenses and Fees

Action 8

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable	Not Applicable

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
Foster Youth, Low Income	Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New for 2018-19	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Design a professional development schedule for the school year using teacher feedback. Savant will revisit the calendar to make updates based on the needs for student achievement and teacher development. All development will be rooted in the California State Common Core Standards.	Design a professional development schedule for the school year using teacher feedback. Savant will revisit the calendar to update calendar based on the needs for student achievement and teacher development. All development will be rooted in the California State Common Core Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$15,000**	**$7,034.56**
Source	Not Applicable	$7,500 PCSGP $7,500 LCFF Base	LCFF Base and/or Title II

Budget Reference	Not Applicable	5840 Professional Development	5840 Professional Development

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

Modified

Goal 2

State and/or Local Priorities addressed by this goal:

Maintain a safe school climate that fosters student achievement through parent engagement, the implementation of culturally relevant practices, and socio-emotional wellness.

State and/or Local Priorities addressed by this goal:

State Priority #1: Basic Service

State Priority #3: Parental Involvement

State Priority #4: Student Achievement

State Priority #5: Student Engagement

State Priority #6: School Climate

State Priority #8: Student Performance

Identified Need:

- Develop daily safety procedures and a School Safety, Security, and Emergency Preparedness Plan.
- Construct a plan to engage parents in student achievement through various programs and outreach efforts.
- Professional development of teachers and staff regarding cultural competency and culturally relevant instructional practices.
- Adopt character development program and partner with community counseling service to render emotional services to students and families when necessary.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Parent survey.	Not Applicable	Not Applicable	90% of stakeholders believed the school is safe for students.	95% of stakeholders believe the school is safe for students.
Adoption of a School Safety, Security, and Emergency Preparedness Plan.	Not Applicable	Not Applicable	Administration, teachers, staff, and parents participated in the development and adoption of the school safety plan.	Administration, teachers, staff, and parents will continue to participate in reviewing and updating the school safety plan.
Conduct a maintenance inspection.	Not Applicable	Not Applicable	Savant conducted two maintenance inspections influenced by the California Department of Education.	Savant will conduct at least two maintenance inspections influenced by the California Department of Education.
Parent engagement survey.	Not Applicable	Not Applicable	Parent survey reflected 97% of parents agreed that Savant	Parent survey will reflect 98% of parents agree that Savant

			actively engages them in their child's education.	actively engages them in their child's education.
Professional Development Schedule.	Not Applicable	Not Applicable	Professional development was scheduled at the beginning of the year to support teachers in cultural competence and culturally relevant practices.	Professional development will be scheduled at the beginning of the year to support teachers in cultural competence and culturally relevant practices.
Adoption of PBIS.	Not Applicable	Not Applicable	Savant will implement Positive Behavior Intervention Support as a whole school and specific tiered intervention plans for students struggling to meet behavior standards.	Savant will continue to implement Positive Behavior Intervention Support as a whole school and specific tiered intervention plans for students struggling to meet behavior standards.
Partnership with community counseling program.	Not Applicable	Not Applicable	Savant partnered with a community counseling agency and send referrals of students and families who need emotional intervention.	Savant will partner with a community counseling agency and send referrals of students and families who need emotional intervention.

Planned Actions / Services

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

Action   1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">**OR**</div>

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

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

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	Not Applicable	Not Applicable

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	All parents were encouraged to take the "Savant Prep Parent Survey" to provide feedback.	All parents will be encouraged to take the "Savant Prep Parent Survey" to provide feedback.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$20,000**	**$16,193.14**
Source	Not Applicable	LCFF Base	LCFF Base
Budget Reference	Not Applicable	5900 Communication: $3,000 5310 Licenses and Fees: $17,000	5900 Communication: $2,693.14 5605 Equipment Rental: $13,500

Action   2

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	Not Applicable	Not Applicable

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Developed school safety plan through the input and perspective of all stakeholders. All procedures met the needs of the school's safety.	Develop school safety plan through the input and perspective of all stakeholders. All procedures will continue to meet the needs of the school's safety.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$3,000**	**$3,300.94**
Source	Not Applicable	LCFF Base	LCFF Base
Budget Reference	Not Applicable	5900 Communication (Duplicated Expenditure, 1st Referenced in Goal 2, Action 1)	5640 Repairs

Action   3

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Savant conducted maintenance inspections every trimester. Facilities will always be up to code per California Department of Education.	Savant will continue to conduct maintenance inspections every trimester. Facilities will always be up to code per California Department of Education.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	$11,200	**$3,300.94**
Source	Not Applicable	LCFF Base	LCFF Base
Budget Reference	Not Applicable	5500 Operations and Housekeeping Services: $10,000 5510 Janitorial and Gardening Services: $1,200	5640 Repairs (Duplicated Expenditure, 1st Referenced in Goal 2, Action 2)

Action   4

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Parents were encouraged to participate in student academics and volunteer for school-related activities including periodic meetings with instructional staff to discuss grade level standards, identify goals, and design strategies to support student success.	Parents will be encouraged to participate in student academics and volunteer for school-related activities including periodic meetings to with instructional staff to discuss grade level standards, identify goals, and design strategies to support student success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$4,500**	**$2,693.14**
Source	Not Applicable	PCSGP: $1,500 LCFF Base: $3,000	LCFF Base

Budget Reference	Not Applicable	4700 Food: $1,500 5900 Communication: $3,000 (Duplicated Expenditure, 1st Referenced in Goal 2, Action 1)	5900 Communication: $2,693.14 (Duplicated Expenditure, 1st Referenced in Goal 2, Action 1)

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Staff participated in professional development on topics related to cultural competency.	Staff will participate in professional development on topics related to cultural competency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	$15,000	**$7,034.56**
Source	Not Applicable	$7,500 PCSGP $7,500 LCFF Base	LCFF Base and/or Title II
Budget Reference	Not Applicable	5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)	5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)

Action   6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Staff was coached on using appropriate techniques when seeking positive behavior, implementing behavior intervention plans, and building support systems. Students will	Staff will be coached on using appropriate techniques when seeking positive behavior, implementing behavior intervention plans, and building support systems. Students will

| | | be taught and reminded of behavior expectations on a regular basis. | be taught and reminded of behavior expectations on a regular basis. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$10,000**	**$5,000**
Source	Not Applicable	LCFF Base	LCFF Base
Budget Reference	Not Applicable	5817 Educational Consultants	5817 Educational Consultants

Action   7

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Not Applicable	Not Applicable

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth	Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New for 2018-19	Modified

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

Not Applicable	Administrators and teachers developed Tier 2 and Tier 3 behavior intervention supports for students experiencing severe disciplinary challenges.	Administrators and teachers will develop Tier 2 and Tier 3 behavior intervention supports for students experiencing severe disciplinary challenges.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$35,000**	**No Expense**
Source	Not Applicable	LCFF Base and/or LCFF S&C	Not Applicable
Budget Reference	Not Applicable	4300 Materials and Supplies (Duplicated Expenditure; 1st Referenced in Goal 1, Action 3)	Not Applicable

Action   8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Not Applicable	Not Applicable

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth, Low Income	Unduplicated Student Group	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New for 2018-19	Unchanged 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Fostered youth students who need counseling services and low-income students who cannot access such services can receive referrals from the school on a case-by-case basis.	Foster youth students who need counseling services and low-income students who cannot access such services can receive referrals from the school on a case-by-case basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**No Expense**	**No Expense**
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

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

Unchanged Goal

Goal 3

State and/or Local Priorities addressed by this goal:

Utilize innovative instructional practices that allow students to comprehend tenants of financially literacy and entrepreneurship through interdisciplinary integration of common core state standards.

State and/or Local Priorities addressed by this goal:

State Priority #1: Basic Services

State Priority #2: Implementation of Common Core State Standards

State Priority #4: Student Achievement

State Priority #5: Student Engagement

State Priority #7: Course Access

State Priority #8: Student Performance

Identified Need:

- Professional development of educators that will encourage innovative instructional practices.
- Adoption and implementation of curriculum and resources to teach the tenants of financial literacy and entrepreneurship.
- Development of interdisciplinary connections between financial literacy curriculum and the common core standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development Schedule	Not Applicable	Not Applicable	Professional development was not scheduled at the beginning of the year to support teachers	Professional development will be scheduled at the beginning of the year to support teachers in

			in implementing financial literacy curriculum.	implementing financial literacy curriculum.
Adopt a financial literacy curriculum	Not Applicable	Not Applicable	Savant provided a financial literacy curriculum for all students.	Savant will provide a financial literacy curriculum for all students.
Create a standards map for financial literacy curriculum	Not Applicable	Not Applicable	Teachers and administration did not create a map of the California Common Core standards that was aligned with financial literacy curriculum.	We will create a map of the California Common Core standards that are aligned with financial literacy curriculum.

Planned Actions / Services

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

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Teachers did not participate in professional development to learn how to implement a financial literacy and entrepreneur program to elementary students.	Teachers will participate in professional development to learn about how to implement a financial literacy and entrepreneur program to elementary students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	$15,000	**$7,034.56**
Source	Not Applicable	$7,500 PCSGP $7,500 LCFF Base	LCFF Base and/or Title II
Budget Reference	Not Applicable	5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)	5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)

Action   2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All Schools

<div align="center">OR</div>

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Adopted Never Too Young: Personal Finance for Young Learners curriculum to educate students on the basic tenants of financial literacy, entrepreneurship, personal money management, and fiscal responsibility.	Students will use information learned from the Never Too Young: Personal Finance for Young Learners to participate in Savant Prep's first annual Business Expo.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	[Add amount here]	$40,000	**$13,500**
Source	[Add source here]	LCFF Base	LCFF Base
Budget Reference	[Add budget reference here]	4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure; 1st Referenced in Goal 1, Action 1)	5605 Equipment Rental: $13,500 (Duplicated Expenditure; 1st Referenced in Goal 2, Action 1)

Action   3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Not Applicable	**Not Applicable**	**Not Applicable**

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Not Applicable	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Not Applicable	Administrators and teachers did not collaborate during professional development to create a standards map that links Common Core standards to the Never Too Young: Personal Finance for Young Learners.	Administrators and teachers will continue to collaborate during professional development to create a standards map that links Common Core standards to the Never Too Young: Personal Finance for Young Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable	**$15,000**	**$7,034.56**
Source	Not Applicable	$7,500 PCSGP $7,500 LCFF Base	LCFF Base and/or Title II
Budget Reference	Not Applicable	5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)	5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 202,835	33.75 %

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 2018-19, the projected Unduplicated Pupil percentage is 92%. Savant estimates that the Unduplicated Pupil percentage will be similar for the 2019-20 school year. Due to the high concentration of Unduplicated students, Savant has determined that the most efficient use of funds is to provide supplemental services in a schoolwide manner ensuring that all Unduplicated Pupils receive support. In an effort to meet both State priorities areas for supplemental educational services for Unduplicated Pupils and the LCAP goals, the following actions/services will be implemented and assessed periodically for effectiveness in assisting the Unduplicated pupils. These services include but are not limited to:

• Adoption of Wonders ELD curriculum and consumables for all EL learners.

• Purchase of one-to-one technology to help low income students access supplemental programs that they wouldn't have access too

• Administer of the English Language Proficiency Assessments for California to gather baseline data in order to support and monitor EL development towards reclassification.

• Intervention support for students not mastering standards through teacher remediation and small group instruction using California Common Core State Standards aligned supplemental materials.

• Professional development on cultural competency and using appropriate techniques when seeking positive behavior, implementing behavior intervention plans, and building support systems.

• Development of Tier 2 and Tier 3 behavior intervention supports for students experiencing severe disciplinary challenges.

• Providing referrals for counseling services on a case-by-case basis for Foster Youth and low income students.

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

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. 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 California School Dashboard, 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 California School Dashboard, 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 California School Dashboard, 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" 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.

- Enter "Unchanged Action" 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.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?