

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

Notice that there are five tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', and 'Template'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and stakeholders. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

For the 2021–22 Budget Overview for Parents, the dates for the Coming School Year (2021–22) and the Current School Year (2020–21) have been prepopulated.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to *California Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance Plan (Learning Continuity Plan) (row 22):** This amount is the total of the budgeted expenditures, from all fund sources, for the planned actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the Learning Continuity Plan (row 23):** This is the total of the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

• **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:
CDS code:
LEA contact information:
Coming School Year:
Current School Year:

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

Projected General Fund Revenue for the 2021 – 22 School Year
Total LCFF funds
LCFF supplemental & concentration grants
All other state funds
All local funds
All federal funds
Total Projected Revenue
Total Budgeted Expenditures for the 2021 – 22 School Year
Total Budgeted General Fund Expenditures
Total Budgeted Expenditures in the LCAP
Total Budgeted Expenditures for High Needs Students in the LCAP
Expenditures not in the LCAP
Expenditures for High Needs Students in the 2020 – 21 School Year
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan
Actual Expenditures for High Needs Students in Learning Continuity Plan

LCFF Budget Overview for Parents: Data Input

Savant Preparatory Academy of Business
36 67876 0137935
Eva Tillman
2021 – 22
2020 – 21

Amount	
\$	2,444,973
-----	611,967
-----	175,312
-----	8,000
-----	494,681
-----	3,122,966

Amount	
\$	2,437,180
-----	1,052,983
-----	150,880
-----	1,384,197

Amount	
\$	112,378
-----	93,343

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents

Required Prompt(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p> <hr/> <p>The amount budgeted to increase or improve services for high needs students in the 2021 – 22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021 – 22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p> <hr/> <p>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.</p>

Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).

The amount budgeted to increase or improve services for high needs students in the 2021 – 22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021 – 22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020 – 21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents: Narrative Responses

Parents Narrative Responses Sheet

Response(s)

[Respond to prompt here.]

[Respond to the prompt here; if there is no prompt a response is not required.]

[Respond to the prompt here; if there is no prompt a response is not required.]

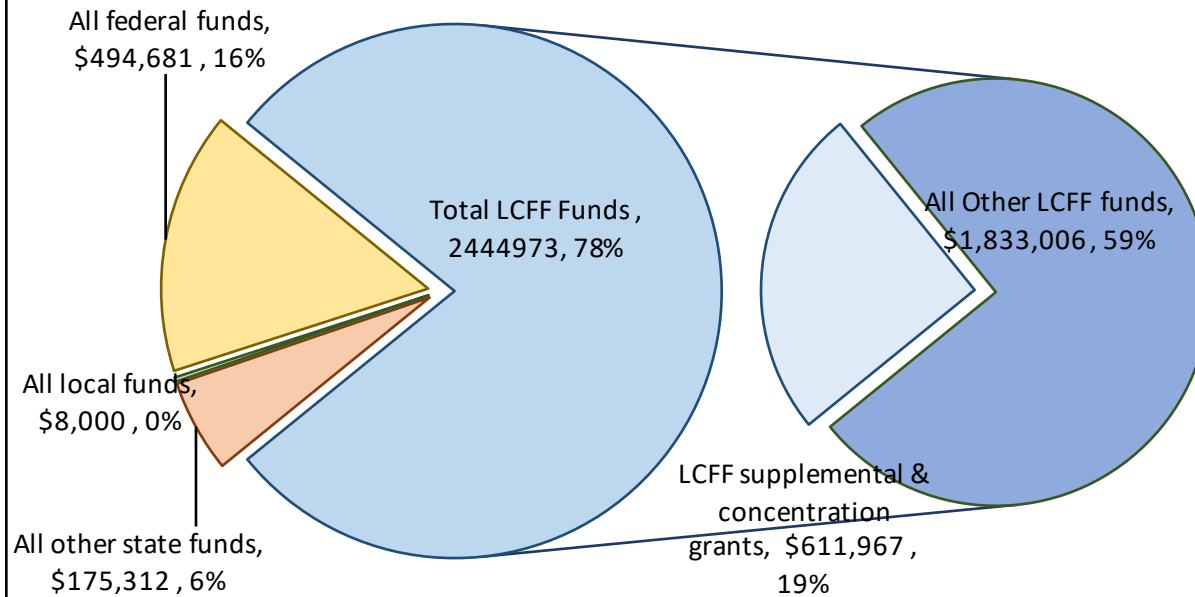
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Savant Preparatory Academy of Business
CDS Code: 36 67876 0137935
School Year: 2021 – 22
LEA contact information: Eva Tillman

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

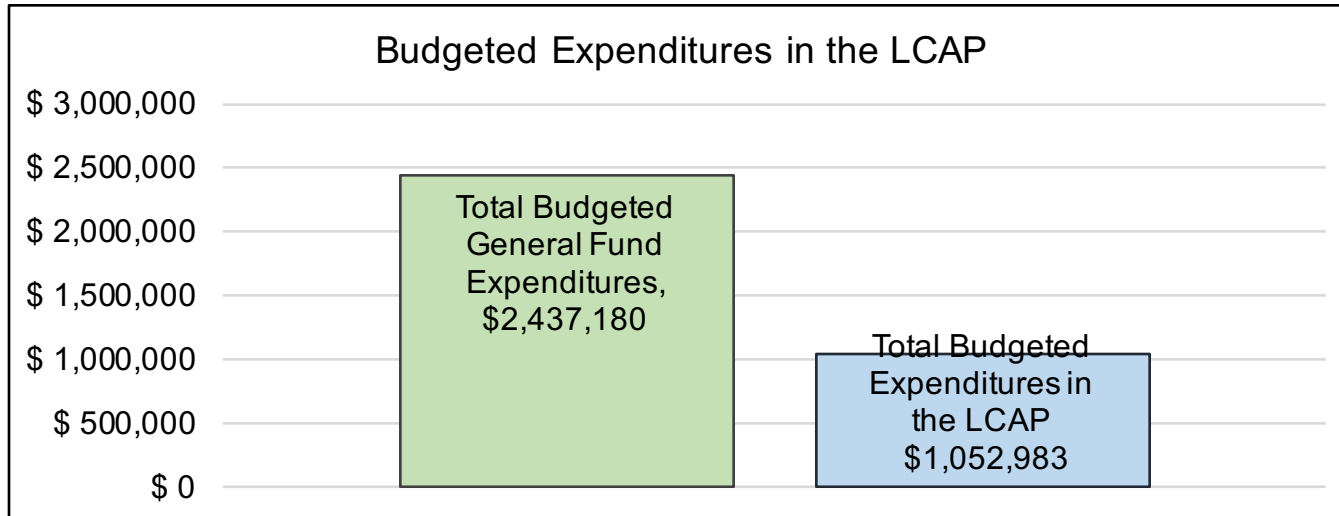


LCFF Budget Overview for Parents

This chart shows the total general purpose revenue Savant Preparatory Academy of Business expects to receive in the coming year from all sources.

The total revenue projected for Savant Preparatory Academy of Business is \$3,122,966.43, of which \$2,444,973.00 is Local Control Funding Formula (LCFF), \$175,312.00 is other state funds, \$8,000.00 is local funds, and \$494,681.43 is federal funds. Of the \$2,444,973.00 in LCFF Funds, \$611,967.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



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

LCFF Budget Overview for Parents

Savant Preparatory Academy of Business plans to spend \$2,437,179.85 for the 2021 – 22 school year. Of that amount, \$1,052,983.00 is tied to actions/services in the LCAP and \$1,384,196.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here.]

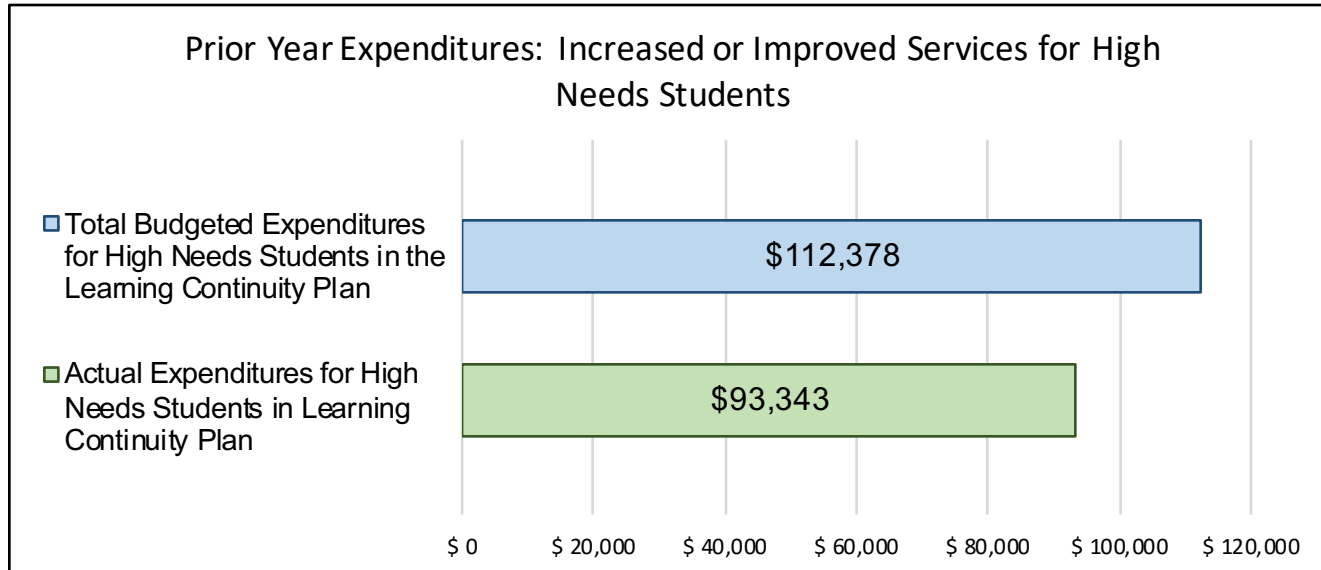
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Savant Preparatory Academy of Business is projecting it will receive \$611,967.00 based on the enrollment of foster youth, English learner, and low-income students. Savant Preparatory Academy of Business must describe how it intends to increase or improve services for high needs students in the LCAP. Savant Preparatory Academy of Business plans to spend \$150,880.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

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



This chart compares what Savant Preparatory Academy of Business budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Savant Preparatory Academy of Business estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Savant Preparatory Academy of Business's Learning Continuity Plan budgeted \$112,378.00 for planned actions to increase or improve services for high needs students. Savant Preparatory Academy of Business actually spent \$93,342.81 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$19,035.19 had the following impact on Savant Preparatory Academy of Business's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt a response is not required.]

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Savant Preparatory Academy of Business	Eva Tillman, Principal	etillman@savantprepacademy.com (909) 677-0213

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

Goal 1

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 Supplemental programs in ELA, ELD, and math will be standard 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 Standard 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 the 2019-20 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 throughout the 2019-20 school year to support effective implementation of grade level standards.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Maintain Wonders, Engage New York, and STEMScopes curriculum that are California State Common Core aligned in ELA, math, and science.</p>	<p>\$56,000 LCFF Base 4100 Approved Textbooks and Core Curricula Materials</p>	<p>\$45,184.97 PCSGP 4100 Approved Textbooks and Core Curricula Materials</p>
<p>Adopt Wonders ELD curriculum and consumables for all EL Learners.</p>	<p>\$56,000 LCFF Base 4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)</p>	<p>\$11,411.19 PCSGP 4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)</p>
<p>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.</p>	<p>\$3,750.00 LCFF Base and/or LCFF S&C 5310 Licenses and Fees</p>	<p>\$2,187.50 PCSGP 5310 Licenses and Fees</p>
<p>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 rubric for expectations.</p>	<p>No Expense</p>	<p>\$261.84 LCFF Base 4300 Materials and Supplies- \$172.72 Title II 4305 Instructional Materials and Supplies- \$89.12</p>

<p>Using the assessments provided by the Wonders and Engage New York curriculum, assessments will be administered bi-weekly to drive instruction.</p>	<p>\$56,000 LCFF Base 4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)</p>	<p>\$45,184.97 PCSGP 4100 Approved Textbooks and Core Curricula Materials (Duplicated Expenditure, 1st Referenced in Goal 1, Action 1)</p>
<p>Administer English Language Proficiency Assessments for California to gather baseline and progress monitoring data for reclassification purposes. Provided students the opportunity to take the Test of English Language Learning to screen, diagnose, and progress monitor EL development towards reclassification.</p>	<p>\$8,000 LCFF Base 2000-2999 ELPAC Coordinator</p>	<p>\$355.56 LCFF Base 1000-1999 Certified Salaries- \$305.56 PCSGP 5840 Professional Development- \$50.00</p>
<p>Recruit teachers using multiple teacher outreach system and specify the criteria for teacher qualifications.</p>	<p>\$750.00 LCFF Base 5310 Licenses and Fees</p>	<p>\$750.00 PCSGP 5310 Licenses and Fees</p>
<p>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.</p>	<p>\$7,034.56 LCFF Base and/or Title II 5840 Professional Development</p>	<p>\$2,278.92 PCSGP 5200 Travel and Conference- \$728.92 5840 Professional Development- \$1,550.00 (\$50 Duplicated Expenditure, 1st Referenced in Goal 1, Action 6)</p>

Goal Analysis

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

We spent less money on professional development due to school closure on March 13, 2020 due to the COVID- 19 pandemic. We had an increase in actual technology expenditures and we chose to discontinue the rec aide position when school closed so that we could hire instructional aides in every grade so there was more academic support for our struggling students. The extra expenditure in technology was due to making sure all scholars had the necessary technology for distance learning.

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

We did not meet our annual measurable outcomes in our 2019/20 LCAP. Many of the metrics we used were not viable at the end of the year due to school closure. We had many successes despite school closure. We retained 90% our incredible staff into the 2019/20 school year which was obvious through the teamwork and synergizing that occurred at the beginning of the year and throughout the changes at the end of the year. Our PD before the school year focused on the alignment of school, class, and personal goals and this was showing to provide good academic momentum. The NWEA Assessment, as well as, our weekly data assessments, were showing that our scholars' were making good growth in Math and ELA. For students assessed on the MAP in math in the 2018-19 school year (fall to spring), the MAP analytics engine projected that students would grow, on average schoolwide, 16.73 points; actual growth was in line with that projection, with an average growth of 16.87 points. In ELA, the outcome was similar: MAP projected that students would grow, on average, 14.72 points, and students' actual growth was, on average, 14.56 points. That is, on average, students at Savant Prep progressed a year in school during the 2019-20 school year, as contemplated.

Although MAP testing could not be conducted in the spring of 2020 due to the pandemic, the MAP data for the 2019-20 school year demonstrates that as of the winter, grades 1 and 3 had already outpaced their projected growth in math, and grades 2 and 3 had achieved the same in ELA. Savant Prep strongly believes that all of its grades would have realized their projected growth as of the end of the 2019-20 school year, but for the interruption caused by the pandemic.

We were disappointed when state testing was cancelled. When school did close, all our students already had 1:1 chromebooks and this proved to be vital as we were able to transition to distance learning quickly. We did an incredible job as a staff of making communication with our families a priority. The staff did not take a Spring Break to ensure the transition to distance learning had as little impact as possible on our connection with our students and their learning. Every student was able to pick up a chromebook and a hotspot if one was needed for access to online learning. We were up and running within two weeks of actual school closure. Our professional development focus also changed after school closure to provide our teachers and staff whatever training or resources they felt they needed to continue with effective instruction in an online environment. Our resident substitutes and rec aides played an even more important role in supporting our teachers and at-risk students by continuing to give them small group and 1:1 time during distance learning. Our recreation aides and any support staff available, were utilized to help with Zoom monitoring, student reengagement, and

parent contact. The biggest challenges of this school year were having to pivot and end the year online. Our struggling students were definitely hurt the most so we did our best to utilize all our support staff to encourage, support, and meet with many of them on a regular basis around direct instruction from the teacher. Unfortunately, we use the District's SELPA and SPED services were discontinued. However, SPED students were still supported by our and resident substitutes online as much as possible and teachers continued the MTSS process to ensure SPAB stayed in compliance. We did hold a drive through promotion to celebrate their academic achievements. Even though we did not state test, we know we made a difference in the students' academic and emotional growth. Most of our students continued to engage and learn despite the circumstances. The achievement gap was effected and we knew the beginning of the 2020/21 school year we were going to have to assess and look at data to decide on next steps, pacing, and needed interventions.

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 Services
 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 stakeholder 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

Expected	Actual
Savant will conduct a maintenance inspection every trimester using a checklist influenced by the California Department of Education.	Savant applied for and was approved for Prop 39 facilities and the authorizer conducted two maintenance inspections following the guidelines by California Department of Education
Parent survey will reflect 50% of the parents agree that Savant actively engages them in their child's education.	97% of parent 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.	Due to COVID and immediate school closures, SPAB was unable to schedule professional development 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.	Initially SPAB implemented PBIS however due to the impacts of COVID and school closures positive behavior support plans were unable to be implemented schoolwide.

Actions / Services

Planned Action/Service	Budgeted Expenditures	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.	\$16,193.14 LCFF Base 5900 Communication: \$2,693.14 5605 Equipment Rental: \$13,500	No expense
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.	\$3,300.94 LCF Base 5640 Repairs	\$21,376.25 LCFF Base 5500 Operations and Housekeeping Services- \$1,166.75 5800 Professional/ Consulting Services and Operating Expenditures- \$20,209.50
Savant will continue to conduct maintenance inspections every trimester. Facilities will always be up to code per California Department of Education.	\$3,300.94 LCF Base 5640 Repairs	\$661.00 LCFF Base 5310 Licenses and Fees- \$388.00 5500 Operations and Housekeeping Services- \$273.00

<p>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.</p>	<p>\$2,693.14 LCFF Base 5900 Communication (Duplicated Expenditure, 1st Referenced in Goal 2, Action 1)</p>	<p>\$1,344.88 LCFF Base 4300 Materials and Supplies- \$386.43 4700 Food- \$18.45 5310 Licenses and Fees- \$800.00 5852 Contract Labor- \$140.00</p>
<p>Staff participated in professional development of topics related to cultural competency.</p>	<p>\$7,034.56 LCFF Base and/or Title II 5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)</p>	<p>No Expense</p>
<p>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.</p>	<p>\$5,000 LCFF Base 5817 Educational Consultants</p>	<p>\$960.82 LCFF Base 4301 Office Supplies- \$231.90 PCSGP 5200 Travel and Conference- \$728.92 (Duplicated Expenditure, 1st Referenced in Goal 1, Action 8)</p>
<p>Administrators and teachers will develop Tier 2 and Tier 3 behavior intervention supports for students experiencing severe disciplinary challenges.</p>	<p>No Expense</p>	<p>No Expense</p>

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.

No Expense

No Expense

Goal Analysis

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

We spent less on just about every action to meet our goal of providing a well-rounded program mostly due to school closure in March 2020. The end of the year activities and events are what we lost including field trips, Black History events, Family Fun Night, assemblies, End of the Year Awards, sports, and our after school program also came to a halt. An extra expense came from our Board choosing to give a lump sum stipend in place of a raise for the 2020/21 school year due to the bleak forecast for educational funding for the 2020/21 school year.

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

We had a wonderful start to the school year addressing this goal by providing a well rounded education in which our scholars' academic, social, and emotional needs were being met. The feeling tone on campus was warm and welcoming. We had a school of happy staff and students. We were gaining ground on our academics and were feeling confident as a school going into state testing. When school closure happened on March 13, 2020, our staff did an incredible job of creating a continuity of instruction as we transitioned to distance learning. Our staff was well aware that our scholars mental health was of utmost importance and our entire staff synergized to create a motivating and engaging online environment with a support system and reengagement plan in place for those that needed it. Many of the actions in this goal were hampered by the pandemic such as all our extracurricular programs, field trips, after school program, and student leadership roles. We did a few schoolwide events after school closure to not lose some of our traditions and build morale. We did a virtual Kindergarten promotion, hosted the 1st annual Shark Tank on Facebook live, and end of school year drive through that the parents appreciated. We communicated non-stop with our families. We were strong and stayed the course and gave our scholars and families all the support we could give as we found out their needs. We still had parent conferences in March right after school closure, to make sure our parents were aware of how their scholars were performing up to that point and tell them about our next steps since so much was unknown at that point. Our staff roles changed at the end of the year as well. It was all hands on deck to help with distance learning and delivering effective instruction virtually while trying to keep all scholars engaged which proved very difficult. Community service completion by our students and grade levels was effected when school closed. Needless to say we did not meet our annual measurable growth in most areas due to the crazy end to the school year.

Goal 3

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

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

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 student	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

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Teachers will participate in professional development to learn how to implement a financial literacy and entrepreneur program to elementary students</p>	<p>\$7,034.56 LCFF Base and/or Title II 5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)</p>	<p>No Expense</p>
<p>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.</p>	<p>\$13,500 LCFF Base 5605 Equipment Rental: \$13,500 (Duplicated Expenditure; 1st Referenced in Goal 2, Action 1)</p>	<p>No Expense</p>
<p>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.</p>	<p>\$7,034.56 LCFF Base and/or Title II 5840 Professional Development (Duplicated Expenditure; 1st Referenced in Goal 1, Action 8)</p>	<p>No Expense</p>

Goal Analysis

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

We spent less money on professional development and implementation of financial literacy due to school closure on March 13, 2020 due to the COVID- 19.

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

We had a wonderful start to the school year addressing this goal by providing a well-rounded education in which our scholars' academic, social, and emotional needs were being met. Teachers were able to incorporate and implement financial literacy into their lesson allowing them to create standard map that links Common Core standards to the Never Too Young Personal Finance for Young Learners. However COVID-19 and the immediate closure of schools, the immediate focus was the implementation of state standards such as mathematics and ELA.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering the campus and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$250.00	\$104.40	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$600.00	\$369.70	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$680.00	\$583.69	N
Signage, Posters, and Floor Decals: Visual cues throughout the campus to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$300.00	\$631.48	N
Plexiglass Barriers: Plexiglass dividers to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk and at each staff member's work area including office staff and instructional staff.	\$6,150.00	\$1,958.34	N
Student Supplies: Additional supplies to limit the number of individuals using shared objects including such items as pencil pouches to be filled with needed supplies including pencils, pens and erasers. Other supplies such as paper notebooks.	\$20,000.00	\$9,568.16	Y
Handwashing Stations: Rental or purchase of handwashing stations for locations which limited sink access.	\$500.00	\$0.00	N

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

All salary related differences are due to not calculating in benefits in the original expenditures. Other substantive differences occurred due to timing and state support. Professional development was less than projected due to continuing our distance learning program longer than expected. Webinars became less expensive than in person training. Our PPE equipment expenditures were lower due to a significant amount of PPE coming from the state. It allowed us to reduce the amount of spending we had on masks, gloves and face shields. Though over time new guidance did arise and the school purchased K95 masks, and contactless thermometers for every scholar. Air filters have been placed in every classroom by San Bernardino City Unified School District at no expense to the school. In addition

Analysis of In-Person Instructional Offerings

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

At our February Board Meeting, SPAB's governing board unanimously voted to continue instruction at a distance learning platform. In August 2020, Savant relocated to a Prop 39 facility that is shared space. A parent survey was sent to all of our parents and 88% of our parents did not feel comfortable sending their scholar back to campus and 93% of our parents would not be able to secure childcare for their scholars if their scholar was in school for half days.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
McGraw Hill Wonders are literacy programs for TK-4 th grade	\$15,000	\$25,186.09	Y
XL is an interactive math program for grades TK-4 th grade; skills are aligned to the California Common Core Content Standards, providing comprehensive coverage of math concepts and applications.	\$898.00	\$837.00	Y
GoFormative web based tool allowing teachers to create digital formative assessments that are easily accessible from any electronic device.	\$2,156.00	\$2,156.00	Y
NWEA	\$2,124.00	\$2,124.00	Y
Zoom for live meetings.	\$520.58	\$1,840.24	N
Chromebooks made available for all students who need a device to access distance learning at home.	\$60,000.00	\$40,359.52	Y
Internet connectivity provided for all students who need connection to access distance learning at home	\$5,200.00	\$9,545.66	Y
Physical copies of materials/curriculum for students with unique need who require printed home material	\$7,000.00	\$3,566.38	Y

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

As we prepare to return to school we are reassessing our classroom hybrid model and began looking for alternatives to bridge the distance learners and our on-site population. Some of our biggest differences in expenditures were to assist in this process. We decided to purchase additional chromebooks to replace devices increase in the tv size to 75" since students were spaced farther out due to distancing. We also mounted the tv's to make them higher so that all students could see teacher material and share work. We purchased the owl camera that is a 360 camera with speaker that will follow teacher and students while speaking so both at home and in class students have access to teacher and dry erase board. We found that sending devices home created a larger amount of repairs

so that was an added expense. Brain pop was an added software for student learning. Finally, we hired an author to present virtually to students and parents to replace our biannual parent engagement nights.

Analysis of the Distance Learning Program

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

Continuity of Instruction- SPAB has been committed to providing a continuity of instruction to students during the 2020/21 school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, and staff informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. SPAB ensured all students had access to a full curriculum during the school year, while making changes based on stakeholder feedback, state guidelines, and experience. SPAB continued with the following, regardless of the method of delivery:

- *staff directed professional development based on teacher and staff needs
- *Dedicated weekly time for professional development, staff meetings, and grade level collaboration
- *Use of adopted, core curriculum for daily classroom lessons
- *Student Led Conferences (although virtual versus in-person) to review student progress and plan for appropriate intervention and progress monitoring
- *Regular communication from both the site and classroom teachers regarding updates and resources for families
- *Standards-based grade reporting
- *School events to continue through virtual setting or in-person settings (Orientations, Student Led Conferences, Parent Workshops, etc)
- *Offering outreach and support through individualized services to students as needed (English Learner, foster and homeless youth, counseling, etc)
- *Providing accommodations, modifications, and services to students as appropriate through IEPs, 504s, and other student supports
- *Technology support for families in need of access and/or devices
- *Meal Program offered to ALL students
- *Daily interaction between students and classroom teachers for the purpose of attendance and social-emotional check-in
- *Daily dedicated, teacher-led synchronous instruction

*Use of consistent daily schedules for students (core subjects, specials, lunch, etc)

SPAB's classroom-based instructional model has always provided a well-rounded education to our students that includes social-emotional learning. Because instructional minutes have been reduced, instructional pacing has been adjusted, along with our school hours. To ensure learning and competency development our teachers have adjusted their pacing to encompass the most essential priority standards in Math, ELA, ELD, Science, and History. Physical Education is not mandatory but SPAB will continue to require students to participate in PE weekly. Even though the focus is on these priority standards, our staff understands that the social and emotional well-being of our students is of utmost importance and will continue implement activities that focus on the scholars social and emotional needs.

Access to Devices and Connectivity- SPAB provided a technology needs survey before school started and another one after distance learning began. We used these same methods to reach students and families who were unable or had connectivity issues in the Spring 2020. Devices and hotspots were provided to families who required them through a checkout process. We have checked out close to 170 Chromebooks and 100 Hotspots. All scholars were provided with one device. Teachers were in weekly contact with families so if needs changed, SPAB addressed them right away. We also ordered additional chromebooks and hotspots longer for students that needed them. We have a Rec Aide Tech and Tech Aide to enable our students and families to have direct access to tech support as needed by email, text, or phone. Teachers and support staff also produced how-to videos for students and parents to access if they have problems. We even had parents produce videos for each other to support in this new learning.

Pupil Participation and Progress- During Distance Learning, scholars were online Monday- Thursday from 8:00am – 3:00pm synchronous learning. Friday is asynchronous and all scholars are taking their weekly math and ELA assessments. This allowed staff to take student attendance and discuss any student needs. In addition to this, teachers shared a daily schedule with students and families that outlined synchronous and asynchronous lesson times as well as access information. They also put this information in their lesson plans for the administration to see. These schedules outlined the time value that students would likely need to complete activities and student work. This work was turned in and evaluated at least weekly. Instructional time for distance learning was calculated based on the time value of synchronous and/or asynchronous assignments made by a certificated employee. Participation and time value of student work was determined by the classroom teacher and noted in their lesson plans and a participation tracker was used by every teacher.

Distance Learning Professional Development- SPAB provided ongoing professional development opportunities to school staff focused on research-based approaches for addressing unfinished learning, student engagement, social-emotional learning, addressing student trauma, and instructional technology, including virtual platforms, curriculum, and online assessments. These opportunities were offered to meet individual needs since all our staff is in different places with these concepts. As in years past, teachers were also offered professional development of their own choosing through online courses, conference, webinars, books etc. developed to target high quality instruction. Additionally, SPAB hosted weekly staff meetings with administration to allow for information sharing and discussion. Time was dedicated for grade level collaboration on a weekly basis. Administration met with individual grade levels weekly to ensure we were meeting staff needs as well.

Staff Roles and Responsibilities- The roles and responsibilities of staff during Distance Learning have been ever changing. Many roles changed to ensure we are meeting the academic, social emotional, and health and safety needs of all our staff and students. As always, SPAB staff members collaborated with each other incredibly well in order to learn from one another and best serve our students. They are one of their best resources. During COVID-19, this collaboration has increased in frequency and duration. In addition, the focus of individuals has shifted from the traditional approach of seat-based instruction to one focused on providing high-quality virtual instruction and supports that meet the unique needs of our families during distance learning. Now, more than ever, educators have become learners first and practitioners second. Additionally, while SPAB has always been aware of the need to address the social-emotional needs of staff and students, the COVID-19 pandemic has made this work even more critical. All staff members have an additional role in the cleaning and disinfecting of their workspaces, modeling and adhering to physical health, hygiene, and safety protocols. Some classified staff had changes to their original responsibilities because they are not feasible during Distance Learning. These changes have included helping with cleaning of facility, helping with communication to parents of disengaged students, and providing extra support in synchronous sessions with teachers. Instructional staff spent more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students.

Support for Pupils with Unique Needs- Communication was paramount this school year. All persons involved needed to communicate as a team to make sure we assisted all students with unique needs, including English Learners, Foster and Homeless Youth. Throughout Distance Learning, SPAB classroom teachers were in contact with all families via phone, email, or online meetings. If translation was needed for a family of an English Learner, it was provided by a bilingual SPAN staff member. During these communications students' unique needs including access, accommodations, and supports were discussed and/or provided. In addition, professional development for staff around online tools helpful for educational access were provided as we saw the different needs of our students and families. Our Mental Health Counselor and Discipline Counselor provided support to our entire staff regarding these needs. SPAB's Foster-Youth Liaison, continued to reach out to all foster and homeless youth families at the start of school closure to determine if additional supports are needed. In order to identify and meet the needs of existing low-income and newly qualifying families during school closure due to COVID-19, resources and information related to accessing food, shelter, and other basic needs was regularly shared through our Facebook page, school app, newsletters, and our website. When new families were identified, school and/or district staff reached out to determine individual needs and provide appropriate support. Students receiving Special Education support were unable to receive services as SPAB uses the SBCUSD's SELPA and services were discontinued during COVID. However, to accommodate those scholars MTSS and small groups were created specifically for high needs scholars. In addition, parents were provided with Prior Written Notice describing SPAB's plan to best serve and support their child through a virtual platform due to the COVID-19

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through T-Mobile.	N/A (Repeat Action)	\$49,905.18 (Repeat Expenditures)	Y
Teacher Laptops	\$5,365.16	\$6,772.08	N
Teacher Cellphones	\$749.97	\$6,355.96	N
NWEA	N/A (Repeat Action)	\$2,124.00 (Repeat Expenditure)	Y
Distance Learning Supplies	N/A (Repeat Action)	\$9,568.16 (Repeat Expenditures)	Y

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

During distance learning our teachers needed additional software to assess and assign standard based assignments to students. Our NWEA assessment software was slightly more expensive due to actual student numbers.

Analysis of Pupil Learning Loss

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

To monitor how our students were performing, we purchased NWEA in Reading, Math and ESGI for grades K-1. We began the school year with a baseline assessment and have been monitoring growth since the beginning of the year. Overall, our distance learning program met the needs of many of our students. The majority of students continued to show some growth as demonstrated in the MAP data, Savant Prep shows promise in increasing student achievement that is on track for growth for each year in school, notwithstanding the interruption to testing caused by the pandemic. Broadly, MAP measures progress by using a national student performance dataset to project, at the start of the year (the fall) how much growth a particular student should be expected to experience during the year based on their academic starting point, i.e., the extent of their academic strengths and deficiencies. At later periods in the year (e.g., the winter and the spring), MAP reports the extent of actual growth and whether students have met that projected growth.

For students assessed on the MAP in math in the 2018-19 school year (fall to spring), the MAP analytics engine projected that students would grow, on average schoolwide, 16.73 points; actual growth was in line with that projection, with an average growth of 16.87 points. In ELA, the outcome was similar: MAP projected that students would grow, on average, 14.72 points, and students' actual growth was, on average, 14.56 points. That is, on average, students at Savant Prep progressed a year in school during the 2019-20 school year, as contemplated.

Although MAP testing could not be conducted in the spring of 2020 due to the pandemic, the MAP data for the 2019-20 school year demonstrates that as of the winter, grades 1 and 3 had already outpaced their projected growth in math, and grades 2 and 3 had achieved the same in ELA. Savant Prep strongly believes that all of its grades would have realized their projected growth as of the end of the 2019-20 school year, but for the interruption caused by the pandemic.

SPAB also provided professional development and coaching support for teachers and staff at the beginning of the 2020-2021 school year with a focus on research-based strategies to address learning loss and accelerate learning progress. For example, using priority standards to guide whole class instruction this year, the creation of classroom structures and schedules that allow for small group instruction virtually, and the difference between accelerated learning and remediation. Our instructional aides were instrumental in providing additional support to our students that were showing learning loss or disengagement. SPAB's adopted curriculum was used for all core subjects and formative assessments were used to inform teachers' next steps and instructional design. Grade level and staff meetings continued to be provided weekly, regardless of whether students were in-person or distance learning, in order to allow teachers to thoughtfully plan lessons, share ideas, and address both new and unfinished learning. For students who are English learners, school closure impacted the language development skills they were building during their daily in-person interactions with teachers and peers so SPAB's classroom teachers strived to provide time for student interaction in a virtual setting. Teachers found this challenging due to so many students not wanting to unmute to talk or turn on their video. Students with IEPs and 504 plans continued to be provided with access to their general education curriculum with accommodation and/or modifications through support providers based on individual needs. Regular collaboration between general education and administration allowed for targeted support throughout the school day. As additional needs arose, school leadership collaborated with local agencies to provide additional support for low-income, foster, SPED, and homeless youth. As we planned to return to campus and parents were making a decision to return or not, we stayed in contact with our at-risk, EL, SPED, and Homeless students' parents to guide them and reassure them, if needed, in making a decision that was in the best interest of their child as we saw learning loss occur. One of the challenges during this time was

making sure that the students were completing these assessments and completing them without the support from someone at home so that we had accurate information. Accelerating student learning through teaching grade level priority standards has proven beneficial according to our growth data in NWEA. We are looking at the at-risk students that have not made the same growth as their peers for more intervention and additional small reading group time in the primary grades.

Analysis of Mental Health and Social and Emotional Well-Being

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

SPAB continued to provide a supportive learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. By teachers having daily checkins with students to see how they were doing as a whole person, we were able to support more of our students immediately as we saw the need arise. Collectively teachers and staff voiced that we needed to focus on the areas of goal setting, identifying and addressing emotions and perspective taking, along with perseverance, resilience, and stress relief after the surveys at the end of the last school year. These are all areas that the showed up as areas of growth on our Parent/Teacher/Staff survey. This focus allowed all staff to address the most pressing social-emotional concerns of students using both a common curriculum and common language throughout SPAB. Mental Health and Social and Emotional Well- Being was also supported through by providing our scholars yoga, wellness classes and martial arts. Specialized teaching and support staff were provided free training on how to integrate self-care, social and emotional learning, and mental health into daily lessons. In addition, we acquired resources on trauma informed care, best practices to address student needs, and other pertinent resources concerning COVID-19 throughout the school year. SPAB was provided free counseling services that are available to students, teachers and staff. The counselor supported the classroom teachers with classroom lessons related to the social and emotional needs identified in that classroom. The Mental Health counselor provided 1:1 virtual counseling for students that parents or teachers referred to her. Virtual counseling proved to be extremely challenging due to lack of privacy for many of our students and not being able to just walk to a class and get a student. Many students just didn't show up for their sessions.

Analysis of Pupil and Family Engagement and Outreach

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

SPAB did a phenomenal job of engaging our students and families during school closure. First of all, devices and hotspots were provided to all students within a week of school opening. Communication with students and families greatly increased this year via School Messenger, social media, SOAR app, emails, and other classroom communication tools to keep students and families

connected with the school. However, despite these engagement efforts, some students demonstrated a lack of engagement and were absent from Distance Learning opportunities. SPAB utilized the following strategies to reengage students absent from distance learning.

Reengagement Plan Strategies:

1. Classroom teacher communicated directly to the family by email and or phone to discuss barriers to access.
2. School Secretary communicated directly to the family by phone call should teacher outreach be unsuccessful or disengagement continues. It is explained that they are not meeting compulsory education requirements.
3. Administration was made aware of student's disengagement. Attendance letters were sent to parents based on Attendance Policy.
4. Potential home visits or wellness checks were conducted when communication outreach was unsuccessful after multiple attempts or disengagement continued.
5. Contact with outside agencies if warranted.
6. On Campus support offered 1:1 or in small cohorts of 16 or less for specialized services and students at-risk during distance learning.

SPAB provided resources as appropriate. For example, counseling check-ins for social emotional or mental health needs, technology resources, and/or referrals to county agencies for resources outside of the school's scope (housing or food instability), etc. SPAB temporarily put aside standard practices and proceeded with a set of intensely personalized strategies since we knew all families had their own set of unique needs.

Reengagement did prove to be difficult with some of our families. The constant contact did not seem to change anything for those that were disengaged. Many homes ignored the phone calls and messages. The home visit/wellness checks by our support staff did help some families get their needs met so the students did reengage. We offered Emergency Academic Support that through small cohorts of disengaged scholars. EAS showed to be helpful for 40% of those scholars invited to attend.

Analysis of School Nutrition

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

In conjunction with San Bernardino City Unified School District, nutrition services we implemented key procedures developed during the Spring school closures and used throughout the summer months into the 2020-21 school year to ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and now use of masks for community and staff required per state and county health orders.

When SPAB moves to a blended learning program, SBCUSD Nutrition Services will provide breakfast and lunch for students who attend in person adhering to all social distancing requirements. Students will pick up lunch in the cafeteria. All students will either consume meals in the classroom or outdoors. SPAB will offer multiple days of meals for curbside pick-up on the days student participate in remote learning.

In planning the return of students and staff to the school site, SPAB is putting plans into place to maximize safety within the COVID context. SPAB is collaborating with community partners including The Food Bank of San Bernardino to offer additional food resources and support for our families and students in the new school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A				

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

N/A

Overall Analysis

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

SPAB has learned some valuable information over the past year implementing distance-learning and in-person/hybrid instruction. We learned we are an awesome staff that powerfully comes together during adversity. We learned to pivot quickly and effectively to meet the needs of our scholars. We learned that most scholars need to be on campus to learn and grow at their true capacity. We learned that we need to continue to hold virtual parent meetings in the future because it continues to keep the parents engaged and not all parents are comfortable meeting in person. We learned that even student led conferences can be held virtually and still be effective.

The COVID-19 pandemic informed the development of our 2021-22 LCAP Goals and Actions/Services by considering the health and safety and engagement of our staff, families, and scholars. We will be able to provide an effective distance learning program for our scholars that choose it next year if we are required to offer it. Our classroom teachers will simultaneously teach both. Allowing all scholars to engage in the learning process at one time and the teacher can answer questions when appropriate. We will continue to offer mental health services and social and emotional support through Victors Community Outreach Services. We will put actions and services back in place that give our scholars the experiences and opportunities they have missed for the last year and a half (sports, field trips, performances, art, school events, etc). We will pump up all things intervention to address the learning loss and performance gap between our subgroups.

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

We will continue a cycle of assessments to universally assess all students by using NWEA Star three times a year. Teachers use this data to guide instruction and to determine which students need more support. We will also use our NWEA Assessments as our progress monitoring tool for all At-Risk students. We are planning for some extended learning time by providing our At-Risk students Saturday School 8 Saturdays out of the school year weeks to focus intensively on the most powerful standards to fill gaps that will allow them to make growth in Reading or Math. We are hiring 1 credential teacher and one part time Intervention teacher as an Intervention Team to work with at-risk students outside of the classroom while our instructional aides continue to support all students in the classroom while focusing on students on an SST. The Intervention Team will also provide designated ELD to our EL students in all grades while the classroom teachers will provide integrated ELD for those students. We will also be hiring an outside tutoring company to work with our at-risk students 3 times a week for an hour a day in small groups during our intervention block or during our after school program. We will be using the Student Growth Percentile as a means to monitor student growth year to year as well for more longitudinal data.

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

There were not many substantive differences. Some of the minor differences were adding assessments and software as we implemented distance learning. This helped us create equity for all students and had a multitude of options for students to gain access to grade level instruction and online assessments by using the technology and hotspots that were sent home. We also used our instructional aides for full time hours to allow our students experiencing learning loss to gain extra time in the day to receive support through 1:1 and small group meetings on Zoom. We lacked opportunity in additional professional development but many staff still continued to do their own PD but the cost was minimal due to webinar based trainings versus in person.

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

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

Our analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan informed the development of our 2021-24 LCAP Goals and Actions/Services by considering data and feedback related to the health, safety, and engagement of our staff, families, and students, and the academic performance of all our students. Our ongoing response to the COVID-19 pandemic and learning loss that occurred also informed our new LCAP. Based on our student outcomes as of now, we know we will have to focus on providing a strong academic program next year while simultaneously providing a well-rounded education that focuses on the whole child. We know actions and expenditures in line with a focus on academic performance and providing a well-rounded education are paramount. We will continue to address the learning loss that some students experienced over the last year and a half by using our NWEA Assessments in Reading and Math to monitor performance and growth in our students (including low income students, English learners, pupils with disabilities, pupils in foster care, and pupils who are experiencing homelessness). With a focus on academic performance and growth, intervention, and closing the performance gaps between our subgroups, involving our students in leadership roles that empower them, and providing students with experiences and opportunities that enable them to grow, practice the habits, find their voice, and their strengths (like sports, field trips, performances, art, school events, etc), we should be able to reach the outcomes described in the LCAP. We will provide professional development in the areas of intervention, acceleration, and cultural responsiveness in discipline and instruction. We will continue to prioritize mental health services and social and emotional support through our counselors to ensure we are monitoring and supporting mental health and social-emotional well-being. We will pump up all things intervention to address the learning loss of students and the performance gap between our subgroups.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Savant Preparatory Academy of Business	Eva Tillman, Principal	etillman@savantprepacademy.com (909) 677-0213

Plan Summary [2021-22]

General Information

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

Savant Prep opened its doors in the fall of 2018 with a bold vision: to create an innovative school of business for the children of the Inland Empire in grades TK through 6, to nurture scholars to be financially literate, passionate about their purpose, and positioned to become entrepreneurial leaders in their community. Savant Prep is focused in particular on creating opportunity for students who have been historically counted out because of the color of their skin and their socioeconomic status; at Savant Prep, over 85% of students qualify for free and reduced price meals. At Savant Prep, students see themselves as future leaders and entrepreneurs. Through an academically rigorous program that meets students where they are, beginning in TK, Savant Prep works with its students to avoid and reverse the course of the achievement gap that its students face, and develop the academic and life skills critical for success in school and career.

Mission

The Savant Preparatory Academy of Business is designed to provide an enriched and innovative educational experience that is rooted in financial literacy and entrepreneurship. We aim to balance both experiential and academic learning in order to prepare children for the demands of the 21st century, equip students – referred to at SPAB as scholars – 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. SPAB fosters family choice and offers students and families with educational options for an exemplary education.

Vision

Savant Preparatory Academy of Business will be well renowned as the Inland Empire’s most contemporary and innovative school of business for children. SPAB will produce scholars who are financially literate, passionate about their purpose, and positioned to become entrepreneurial leaders in the community.

We believe that an excellent college-prep business education will set students up for success in entrepreneurship. According to an article in Forbes entitled, “The 5 Personality Traits of an Entrepreneur” the five most common personality traits that entrepreneurs possess are vision, passion, resilience, strong sense of self, and flexibility. These traits form the five pillars that all scholars adopt at Savant Prep in order to propel them forward as successful business owners.

Vision – Savant scholars are taught to see opportunity everywhere. 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 are 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; they are driven by passion. At SPAB, students embrace the idea that a true scholar is a distinguished intellectual who is excited and passionate about learning. At Savant, scholars are passionate learners who realize that learning happens both inside and outside of the classroom. Even when things get tough, a successful entrepreneur will be fueled by their passion and idea that they are working for the greater good.

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

Self-motivation - Students at SPAB are confident in their strengths and are self-motivated to reach their full potential. SPAB students 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 students motivate themselves to reach the high expectations for academic achievement and conduct that make them model citizens and business owners in their future.

Flexibility - Students 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 are 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 aspirations.

While open to all students in the state, Savant Preparatory Academy of Business targets students and families living in the San Bernardino City Unified School District. SPAB students are diverse in culture, language, ethnicity, and socio-economic background.

Savant Preparatory Academy of Business focuses on serving students who come from economically disadvantaged families and may be significantly behind in reading and math. In the third year of operation, Savant has enrolled 176 students from transitional kindergarten to fourth grade, and continues to gradually expand in subsequent years to eventually serve 325 students in transitional kindergarten through 6th grade by the year 2022-2023.

The vast majority of SPAB students come from economically disadvantaged families with 85% of the students eligible for free or reduced-price meals as part of the National School Lunch Program. Our most recent demographic data from the 2019 CALPADS report is captured in the tables below:

Ethnicity	Number (percentage)
African American	132 (91%)
Hispanic	8(5%)
Asian	0 (0%)

American Indian or Alaska Native	0 (0%)
Native Hawaiian or Other Pacific Islander	0 (0%)
Two or More Races	3 (2%)
Caucasian	2 (1%)
Total	145

Total Enrollment	Male	Female
145	71	74

Economically Disadvantaged (Free or Reduced-Priced Meals)	Special Education	English Learner
124	0	1

Reflections: Successes

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

As a charter school that launched in the 2018-19 school year, Savant Prep does not have performance levels reported on the Dashboard for that year, and of course, due to the COVID-19 pandemic, there is no Dashboard at all for the 2019-20 school year. However, Savant Prep reports the following datapoints from 2018-19 for its suspension rate and chronic absenteeism rate (Dashboard metrics), which are favorable as compared to the District and the State, and indicate that Savant Prep is performing well in these areas.

	Savant Prep	District	State
Suspension Rate	0%	5.4%	3.5%
Chronic Absenteeism Rate	7.6%	18.3%	12.1%

Savant Prep also met the standard on all local indicators on the 2018-19 Dashboard:

Basics: Teachers, Instructional Materials, Facilities	Standard Met
Parent and Family Engagement	Standard Met

Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met
Implementation of Academic Standards	Standard Met

Further, because Savant Prep launched with grades TK-2 in the 2018-19 school year, it had no students eligible to take the California Assessment of Student Performance and Progress (“CAASPP”) assessment, and no CAASPP assessment was administered in the 2019-20 school year; thus, Savant Prep is unable to address CAASPP performance in this LCAP. However, as provided by the Renewal Standard, a chartering authority “shall consider” “verified data” of a charter school’s academic progress. Verified data is defined as assessments of academic performance as identified on “an approved list of valid and reliable assessments” set by the State Board of Education (“SBE”). Savant Prep therefore presents evidence of its students’ academic performance as measured on the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”), an assessment classified as verified data by the SBE.

As demonstrated in the MAP data, Savant Prep shows promise in increasing student achievement that is on track for growth for each year in school, notwithstanding the interruption to testing caused by the pandemic. Broadly, MAP measures progress by using a national student performance dataset to project, at the start of the year (the fall) how much growth a particular student should be expected to experience during the year based on their academic starting point, i.e., the extent of their academic strengths and deficiencies. At later periods in the year (e.g., the winter and the spring), MAP reports the extent of actual growth and whether students have met that projected growth.

For students assessed on the MAP in math in the 2018-19 school year (fall to spring), the MAP analytics engine projected that students would grow, on average schoolwide, 16.73 points; actual growth was in line with that projection, with an average growth of 16.87 points. In ELA, the outcome was similar: MAP projected that students would grow, on average, 14.72 points, and students’ actual growth was, on average, 14.56 points. That is, on average, students at Savant Prep progressed a year in school during the 2019-20 school year, as contemplated.

Although MAP testing could not be conducted in the spring of 2020 due to the pandemic, the MAP data for the 2019-20 school year demonstrates that as of the winter, grades 1 and 3 had already outpaced their projected growth in math, and grades 2 and 3 had achieved the same in ELA. Savant Prep strongly believes that all of its grades would have realized their projected growth as of the end of the 2019-20 school year, but for the interruption caused by the pandemic.

19/20	Math		ELA	
Grade	Projected Growth	Observed Growth	Observed Growth	Actual Growth
K	10.9	7	9.4	5
1	10.2	11	10	6
2	9	8	8.9	12
3	7.7	9	7.2	11

As demonstrated by this evidence of strong student performance, subject to the limitations of the pandemic, Savant is meeting the needs in the community through its innovative TK-6 business focused program.

Reflections: Identified Need

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

In only its second year of operation, the 2019-2020 school year, Savant Prep's students and staff were forced to dramatically shift course as the global COVID-19 pandemic shuttered Savant Prep's classrooms. Savant Prep has been committed to making sure that all students continue to experience the care and commitment of the faculty and engage in a routine of daily learning. Four days a week, (Monday, Tuesday, Wednesday, and Thursday) scholars engage in six hours of synchronous learning led by a teacher with their classmates on a live video conference using their school-issued Chromebook. On Fridays, scholars engage in three hours of asynchronous learning in the morning, and teachers engage in professional development in the afternoon. In the 1st trimester of the 2020-2021 school year, Savant Prep had a 95% average daily attendance rate for student participation.

Propelled by the entrepreneurial spirit that defines Savant Prep, students and staff quickly pivoted and came together to learn differently in these trying times, transforming the challenges of the moment into opportunity. Savant Prep looks forward to its continue building out its program over the next charter term and continuing to be a source of support, stability, and hope for its students and families who have been empowered by Savant Prep in its two short years to date.

LCAP Highlights

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

As Savant completes the third year of operation, the LCAP continues to serve 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.

In the two short years Savant Prep has served students, it is pleased to share the following highlights and successes: On June 18, 2020, Savant Prep hosted its 1st Annual "Shark Tank" event via Facebook Live, showcasing Savant Prep's business, math, and English Language Arts curriculum in action, and the incredible talents of scholars, as scholars applied the knowledge and skills they have developed at Savant Prep as young entrepreneurs. At the event, seven Savant Prep Scholars in 2nd and 3rd grade presented their businesses live on social media pitching viewers in different states to invest in their companies and/or purchase their products. Scholars sold products ranging from clothing, masks, personalized jewelry, and lip gloss. Since the 1st annual Shark Tank, one scholar's lip gloss line, "Lalli Popz Lip Dropz," has experienced incredible success. This particular scholar makes her own gluten free lip gloss, tubes the lip gloss in lollypop shaped tubes, and ships the product to her customers. The scholar has since launched her own website, and used social media to boost her sales and partner

with other entrepreneurs. For example, this scholar has partnered with Uzuri Beauty, an online beauty supply company to sell her products, and also became the face of their children's hair care line. Savant Prep is so proud of its scholars accomplishments, and believes that its inaugural Shark Tank is a preview of the great successes to come for Savant Prep and its scholars in the next charter term.

During the past two years, Savant Prep has also created a dynamic and inclusive school culture that has welcomed families and fostered a strong sense of community. Since opening, Savant Prep has hosted formal monthly meetings with parents and coffee with the principal to solicit feedback, keep parents updated on events and school activities, and to engage with parents on school operations. As examples of parent engagement, Savant Prep's parents have repeatedly come together to arrange events such as a winter holiday toy drive, Mother's Day Tea, Father's Day Dance, Culture Day, an End of the Year Cookout, and Kindergarten Promotion event. This year, Savant Prep hosted a parenting class.

Since opening, Savant Prep has also supported and had a presence at many community events in San Bernardino, including the San Bernardino Community Block Party, the IECAAC's Dr. Martin Luther King Breakfast, the San Bernardino Black Chamber of Commerce's Black History Expo, the National Black Grad Scholarship Banquet, and San Bernardino Cares Day (part of the San Bernardino Charter Consortium), The Links, Inc. Scholarship Breakfast, and the Young Visionaries Gala. Savant scholars and parents also volunteered to clean up Seccombe Lake and gathered at Perris Hill park to provide games and food to the community. Savant Prep families also attended an Eggstravaganza hosted by All Nations' Worship Assembly at a local high school.

Savant Prep is pleased to have hosted many community leaders on its campus to date, including visits from SBCUSD board members, SBCUSD's Superintendent, Dr. Dale Marsden, and Assistant Superintendent, Dr. Keenon Mitchell, members of the SBCUSD cabinet, and SBCUSD administrators. Savant Prep has appreciated the positive feedback it has received on its programs, and the support for its academic program.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

Savant Preparatory Academy of Business (SPAB) has used multiple venues to engage with our community of stakeholders since the inception of our first LCAP and continue to strive to strengthen the involvement of our stakeholders in this process. All stakeholders are given opportunities and encouraged to give input on the eight state priorities and engage in the development of the LCAP. Beginning in January of each year, we begin collecting more data and feedback through stakeholder surveys, Coffee with the Principal, parent meetings, staff meetings, and student meetings about the school, our programs, and what they see for our future. Most of the eight state priorities, such as academic achievement, school safety and parental involvement are topics in our surveys. Savant Prep publishes information in the monthly newsletter about the LCAP and encourages parents to give feedback through our surveys, meetings with a director, or while on campus at events. Administration gains additional input from the teachers, staff, and students through formal and informal meetings. The School Site Council consists of teachers, admin, and support staff. All staff members are a part of one of three action teams; Academic, Leadership, or Culture. SPAB's Board consists of community members and one parent. Then during the final 5 months of the school year, we complete needs assessments, surveys, and hold various meetings to gather input and analyze data. Through the analysis of the needs assessment and feedback, a new LCAP is created.

Throughout the COVID-19 pandemic, Savant Preparatory Academy of Business has continued to gather input from key stakeholder groups. The process for soliciting stakeholder input was varied to include virtual meetings, online surveys, and public feedback via email and social media. Feedback has been used to develop programs and meet the needs of our students throughout the COVID-19 pandemic up to and including the drafting of the 2021/22 Local Control and Accountability Plan. Feedback was collected from stakeholder groups in the following ways: During Spring and Fall distance learning, staff provided feedback during regular virtual meetings with Administration in order to allow for ongoing collaboration, continuity of program, and teacher support. Throughout Distance Learning in 2019-2020 SPAB's teachers and support staff attempted to stay in contact with all our families, including our families of English Learners, Foster Youth, Homeless, and SPED students via phone, email, or online meetings. During these communications' student needs including access, accommodations, and supports were discussed and/or provided. During Fall distance learning, teachers collected information about student needs and feedback through daily or weekly check ins with their scholars and parents. The information collected allowed staff to make necessary adjustments. Additionally, individual follow-up occurred as needed, including referrals to support staff based on student and family need. To address major impacts to students and families related to technology access at the start of distance learning, in March 2020 SPAB sent out a technology survey to all families. Based on this information, Administration worked individually with families to provide devices and internet access as needed. SPAB collected this information again before distance learning began in September 8, 2020. Virtual parent meetings were held in August, September 2020 and April and May 2021 to gather more feedback and share 2019/20 LCAP updates and future plans In order to maintain high quality connections with our families, SPAB continuously provided open lines of communication to support and receive feedback in the following ways:

- *Daily/Weekly updates on Remind
- *Monthly updates on the website or as needed
- *Virtual Parent meetings using zoom

*Weekly updates to staff through email, staff meeting and surveys

Understanding that not all SPAB families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute feedback to the LCAP. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available if stakeholders wanted to talk to an Administrator. Three different electronic surveys were also used to solicit feedback from all, including those that did not want to join a meeting. For families that speak languages other than English, we translate into Spanish as needed. We have one office staff and two other staff members that help with translating. Beginning in March 2020, all School Board meetings have been held via a virtual platform. A Public Hearing about the 2021/22 LCAP will be held on June 8, 2021. Stakeholders have been invited to participate by calling in to both listen and provide public comment. All submitted feedback will be reviewed and taken under consideration before the final approval.

Timeline for Meetings and Agendas for the 2021-22 LCAP

SPAB Staff Meetings

March 16- Interventions based on current needs

April 13- Student Engagement and Current Performance

April 19- 2021 Data Discussion

April 27- Discussion of academic intervention for scholars that are considered “high-risk”

May 4- Analysis of Data and full implementation of Academic Intervention and reviewed

Parent Meetings via zoom and open forum allowing parents to review data, give feedback, and ask questions

January 6, February 3, March 3, and May 5, 2021

June 8 – Public Hearing at Board Meeting

Board Meetings

June 8 – Public Hearing and Approval of Final LCAP and Budget

A summary of the feedback provided by specific stakeholder groups.

SPAB values all stakeholder input and feedback. Stakeholder feedback came from all staff, students, and parents. This input strengthens our programs and ensures we are working on success for all students. Input was gathered as described above. All stakeholder input that aligned with the eight state priorities, as well as other school data, and approved school-wide plans were taken into consideration in the development of the Local Control Accountability Plan (LCAP). This input was used to address “the what” (or the goals) and “the how” (or the actions and services). Three categories (Pupil Outcomes, Conditions of Learning, and Engagement) were designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While each goal addresses multiple areas of the state’s eight priorities, they also correspond well to the LCAP’s three broad categories.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

SPAB stakeholders understand that many aspects of each goal will extend beyond the term of the LCAP. Input related to procedural or policy will be taken under consideration but not addressed directly in the LCAP.

After reviewing the new data and all the input from the stakeholders this school year, the goals from last year's LCAP are still applicable. The feedback indicated a clear desire to refocusing on the basics of what SPAB's Charter is built;

1. Instilling a love of learning in every scholar.
2. Ensuring a safe, peaceful, and respectful learning environment with a low teacher to student ratio that enables every student's needs to be met by their teachers, parents, and school community.
3. Expecting is that every scholar will reach their highest potential. Goal setting and action planning are used to reinforce personal growth.
4. Learning is differentiated for individual students based on their needs.
5. All scholars are expected to apply their academic and social learning to meaningful real-life activities and situations (community service, presentations, scholar leadership roles, etc).
6. All scholars are given opportunities in language arts, math, science, social studies, technology, and business to show independence, critical thinking, collaboration, reflection, and creativity.
7. All scholars are actively engaged in a rigorous and challenging standards-based curriculum.
8. Teachers are dedicated to using assessment data to collaboratively plan and improve all aspects of educating scholars.
9. There is a strong, consistent discipline plan and structure in place which is used by all staff.
10. Teachers, parents, students, and staff value character development and leadership.
11. Scholars are surrounded by nurturing people and receive encouragement daily from teachers, peers, and family members that all scholars can and will learn.
12. Parents and community are involved in educating scholars through both direct and indirect methods.
13. Teachers and administrators are aware of students' developmental needs and make adjustments to the program accordingly.
14. Leadership is a shared responsibility.

The need for our scholars to be back on campus, to strengthen our intervention program, and provide the extracurriculars again were all ideas that consistently came out of the feedback from all stakeholders.

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

Through this year's planning process and stakeholder input, we learned we need to put academics first with a focus on growth. Hopefully the 2021/22 school year allows all scholars to return to campus and SPAB to provide all the well-rounded extracurriculars and activities and further improve the intervention systems we have in place. We need to bring back the motivation and growth we were seeing in our scholars' performance before the pandemic. Continuing to focus on growth will allow us to celebrate our scholars' achievements and gain motivation and momentum once again. Using weekly data assessments as well as NWEA benchmark Assessments to monitor progress of all scholars is working. Our support staff have been instrumental in meeting the individual needs of scholars during the pandemic and distance learning.

They will be an invaluable part of the intervention team next year. We will all provide some outside tutoring to our struggling scholars during the school day and at the after school program. Extended hours and Saturday school was also influenced by staff input. We will be offering extended learning on Wednesday when scholars typically release at 1:00pm and providing Saturday school eight Saturdays out of the year. According to a parent survey, our staff and parents agree that simultaneous teaching is the most effective method. If we are required to provide distance learning, monitors will be placed in every classroom allowing teachers to teach one lesson to all scholars at one time. This will allow all scholars to engage in the lesson at one time and ask questions accordingly. This will also prevent their being a decrease in instructional minutes. The LCAP reflects these things in goal 1.

Clearly safety and cleanliness was a highly discussed topic during meetings with stakeholders during the pandemic. We are seeing a difference in our parents feedback on cleanliness and facility maintenance. On the two surveys, we saw a higher rating in both areas. Our stakeholders felt very comfortable with all the things we intend to put in place during the pandemic considering how quickly the guidelines continue to change. Going into the 2021/22 school year, safety and cleanliness will continue to be made a priority. Our extracurricular programs and activities are a necessity for our students according to feedback from parents and students. Staff is wanting professional development on learning loss and interventions for struggling students, cultural responsiveness to instruction and discipline. Mental health was extremely important to all stakeholder groups as well. The need for an in person mental health counselor is paramount to support our students. From input, we will also look at rewriting some of the questions on the Stakeholder Survey for 2022. The LCAP reflects these things in goal 2.

We also heard from our stakeholders that they have missed the parent/family engagement over the last year so we will make sure volunteer opportunities are well publicized so that families can get involved again as much as possible within safety guidelines. The LCAP reflects this in goal 3.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

One of the most important things we have learned from reviewing our progress towards our previous LCAP goals, the experiences of the last year during the pandemic, stakeholder feedback through meetings and surveys, and our local NWEA assessment data, is that our focus needs to be on the academic growth of our students and how to accelerate learning to fill the increasing gap the last year and a half has created. While this was one of our previous goals, there is a spotlight on this goal like never before with an high need for intervention. While during distance learning, most of our students engaged and completed assignments, there is no comparison to in person instruction and the impact it has on achievement of our most vulnerable groups. As of March, only 56% of our students in Reading and 58% of our students in Math are performing at or above grade level, according. As of March, approximately 61% of our students are meeting or exceeding standards in ELA and Math on their report cards. We have a lot of students not showing the same amount of growth had they been on campus. The combined metrics and actions will help achieve this goal by meeting the needs of all individual students by screening and monitoring regularly, giving intervention or enrichment support as needed, providing professional development in the areas of need, and by providing a strong, rigorous standards based education by a qualified teaching staff. We are also committed to keeping class sizes low to ensure we are meeting the needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Assessment					
CAASPP ELA Summative State Assessment Data	N/A 2019-20 – N/A				2024 Schoolwide 70% proficiency in ELA
CAASPP Math Summative State Assessment Data	N/A 2019-20 – N/A				2024 Schoolwide 70% proficiency in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Report Card Data(% Met/Exceed Grade Level Standards)	School wide 61% Kindergarten – 83% 1 st – 66% 2 nd – 44% 3 rd – 50% 4 th – 58%				2024 Schoolwide 70% proficiency in ELA and Mathematics
Chronic Absentee Rate (CA Dashboard and/or SIS)	2020/21 0.17% PowerSchool as of May 2019/20 – N/A				2024 - Maintain
Attendance Rate (SIS)	2021 Schoolwide 94.42% As of May 94.64%				2024 – 96%
SST Process data (# of scholars in the process)	2020/21 35				2024 15

<p>SPAB Stakeholder survey (% of stakeholders that give an overall grade A/B, % Agree/Strongly Agree)</p>	<p>2021 Grade of A/B 98.23% I believe SOAR employs qualified teachers that are committed, collaborative, and caring. 98.24% I believe SPAB provides a well-rounded program. 98.23% I believe SPAB teaches character education and leadership that impacts children. 98.24% believe SPAB provides a safe learning environment. 96.49% believe SPAB provides programs and activities to meet students' social and emotional needs. 93.86% I believe SPAB maintains facilities in good repair. 92.11% believe SPAB is kept clean and orderly. 91.22% believe SPAB prepares students for college and career</p>				<p>2024 Grade of A/B 98% Maintain or increase percentage believe SPAB employs qualified staff that is committed, collaborative, and caring. We believe SPAB provides a well- rounded program that meets our students' social and emotional needs. We believe SPAB teaches character education and leadership that impacts children. SPAB provides a safe learning environment. SPAB provides programs and activities to meet students' social and emotional needs. SPAB maintains a facility that is in good repair and kept clean and orderly. SPAB prepares students for high school, college, trade/tech school, and non-college career readiness.</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)					
ELD Comprehensive Instruction (% of EL students receiving both Designated ELD and Integrated ELD)					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Standards Based Instructional Curriculum and Materials	Provide access to research based standards aligned curriculum and subscriptions to meet the needs of all students. (Wonders, Engage NY, Science, Social Studies)	\$57,380.00	N
2	Intervention Program including Designated ELD Instruction	Provide multi-faceted evidence based intervention program that includes Instructional Aides at every grade level to support all students in the classroom. Outside agency to provide tutoring to at risk students. Credentialed Intervention Teacher to support at risk students outside of the classroom. Provide Extended Learning Saturday school and after school support to at risk students. Provide Designated ELD by the Intervention Teachers and Integrated ELD by the classroom teachers to all EL students. We will be using NWEA Assessments to monitor progress and check for the effectiveness of the interventions in place	\$100,880	Y

Action #	Title	Description	Total Funds	Contributing
3	Assessment	NWEA Assessments to monitor performance and growth in all our students. Use this data to pull for intervention and monitor progress.	Duplicate Expense (Goal 1, Action 2)	N
4	Professional Development	Provide professional development that enhances programs, curriculum, and teacher effectiveness, as well as, to support the implementation of integrated and designated ELD. Provide PD based on the needs of the staff as a whole, as well as, budget for individually chosen PD. Collaboration through grade level meetings and staff meetings to share best practices.	\$15,260.00	N
5	Access to Technology	Maintain, repair, and/or purchase technology to make standards- based online instruction more effective and aligned to the state assessment system. Continue with 1:1 Chromebooks in all K-6 classrooms	\$18,800.00	N
6	Director of Curriculum and Instruction	Director of Instruction and Assessment will visit classrooms, coach teachers, do model lessons, analyze data, provide feedback, and support teachers with all of SPAB's programs. She is also the state test coordinator (CAASPP and ELPAC). She will also oversee the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer to the SST process	\$50,000.00	Y
7	Qualified teaching staff	Salaries and benefits of effective qualified teaching staff that meetings the needs of all our students.	\$739,803.00	N

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
2	Conditions of Learning Provide a positive, safe, and stable learning environment in which students' academic, social, and emotional needs are met by a high quality staff with an emphasis on leadership, character education, community service, and 21st century skills.

An explanation of why the LEA has developed this goal.

SPAB has learned some valuable information over the past year implementing distance-learning. We learned we are an awesome staff that powerfully comes together during adversity. We learned we know how to pivot quickly and effectively to meet the needs of our scholars. We learned that most scholars need to be on campus to learn and grow at their true capacity.

We need to continue our recruiting process to fill current vacancies and continue to hire highly qualified teachers that are committed, collaborative, caring, and willing to go above and beyond to ensure success for all students. Stipends need to continue to be offered for teacher leaders to show appreciation for going above and beyond. We will continue to look at ways to show recognition and appreciation to keep staff motivated and morale up.

Based on our student outcomes as of now, we know we will have to focus on providing a strong academic program next year while simultaneously providing a well-rounded education that focuses on the whole child. With 56% of our students At or Above benchmark in Reading and 58% in Math as of March 2021, we know actions and expenditures in line with a focus on academic performance is important but the data from surveys also shows the social emotional needs of students must come first and providing a well-rounded education is paramount. The need to involve our students in leadership roles that empower them, and provide students with experiences and opportunities that enable them to grow, practice the habits, find their voice, and their strengths (like sports, field trips, performances, art, school events, etc) also came from the survey data. Most of our students do not have opportunities outside of school to explore and try new things so we will intentionally give our students access to extracurriculars. We will continue to offer mental health services and social and emotional support through counseling to ensure we are monitoring and supporting students' mental health and social-emotional well-being.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (Overall Rating)	2020 Good				2024 Good
Grade Level Community Service Projects (% of grade levels that completed a project)	2021 N/A 2019 100%				2024 100%

<p>SOAR Stakeholder Survey (% of stakeholders that give an overall grade of A/B, % Agree/Strongly Agree)</p>	<p>2021 Grade of A/B 98.23% I believe SOAR employs qualified teachers that are committed, collaborative, and caring. 98.24% I believe SPAB provides a well-rounded program. 98.23% I believe SPAB teaches character education and leadership that impacts children. 98.24% believe SPAB provides a safe learning environment. 96.49% believe SPAB provides programs and activities to meet students' social and emotional needs. 93.86% I believe SPAB maintains facilities in good repair. 92.11% believe SPAB is kept clean and orderly. 91.22% believe SPAB prepares students for college and career</p>				<p>2024 Grade of A/B 98% Maintain or increase percentage believe SPAB employs qualified staff that is committed, collaborative, and caring. We believe SPAB provides a well- rounded program that meets our students' social and emotional needs. We believe SPAB teaches character education and leadership that impacts children. SPAB provides a safe learning environment. SPAB provides programs and activities to meet students' social and emotional needs. SPAB maintains a facility that is in good repair and kept clean and orderly. SPAB prepares students for high school, college, trade/tech school, and non-college career readiness.</p>
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (SIS)	2021 Schoolwide 94.42% As of May 94.64%				2024 96%
Chronic Absentee Rate (CA Dashboard and/or SIS)	2020/21 0.17% PowerSchool as of May 2019/20 – N/A				2024 - maintain
Teacher Retention rate (% of teaching staff retained from one year to the next)	2020/21 75%				2024 90%
Student Participation rate in extracurricular activities (sports, performances, and other student leadership roles)	2021 N/A due to school closure				2024 90%
Student Suspension Rate (% of students with one or more suspensions)	2020/21 – 0% 2019/20 Schoolwide				2024 - maintain
Student Expulsion	2020/21 – 0% 2020/19 – 0%				2021 - maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	2019/20 – N/A				2024 – Chronic Absenteeism Rate Green Suspension Rate – Green English Learner Progress – 70% making progress towards English proficiency ELA – Green Math – Green Local Indicators – Standards Met

Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to a clean, safe, and well- maintained facility	Provide a campus that is safe, clean, and well-maintained; including a custodial team, MOUs and Agreements with the District concerning the facility and safety, upkeep of the yard and exterior, keeping our safety plan up to date, and replenish emergency supplies as needed.	\$2,450.00	N
2	Access to a well- rounded program	Provide all students access to a variety of extracurricular activities to engage in new experiences and explore their strengths.	\$45,000	N
3	Access to social and emotional supports	Provide our students with a discipline counselor and mental health counselor to support students in various areas on and off campus through vendor at no cost.	No Expense	Y
4	Celebrations and Awards	Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement, leadership, and growth.	\$1,000.00	N

Action #	Title	Description	Total Funds	Contributing
5	After School Program	Provide extended care and learning for our students during our after school program.	Duplicate Expense (Goal 1, Action 2)	Y
6	High School, College, Trade School, and non-college Career Readiness	Provide an environment and activities that promote high school, college, trade school, and non-college career readiness.	\$1,500.00	N
7	Recruit, hire, and retain teachers, substitutes, and support staff	Intentionally recruit, hire, and retain teachers, substitutes, and support staff that are happy and understand SPAB's expectations.	\$10,950.00	N

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

Goal

Goal #	Description
3	Engagement Increase parent and community engagement to support the success of all students.

An explanation of why the LEA has developed this goal.

During the pandemic, we had good parent participation and community involvement in our activities and events virtually. The percent that Strongly Agree or Agree that SPAB encourages parent involvement dropped from 96% in 2020 to 93.1% in 2021 due to school closure. We did not have parent committees this year and had fewer volunteer opportunities. There is a returning need to make sure our new SPAB parents are aware of expectations, procedures, and our Charter. New parent/guardian enrollment meetings will continue to be held at the beginning of the year. We need to include anyone that has joined us over the last two years. Some parents feel they are sometimes lacking the information that is needed to be involved. We need to continue to provide regular communication with families to increase parent and student engagement. A variety of communication methods need to be used on a consistent basis to reach out to parents to help with academic, social, and emotional needs of the students.

We need to continue to improve programs and activities to increase parent engagement. Count all parent volunteer time including donations, chaperoning, prep, classroom time, etc. Grow the parent committee program again and get more parents participating in school activities and events. We need to reconnect and continue to develop programs and activities to increase community engagement. We need to continue to get community more involved in our school and the students more involved with their community. We know we are making an impact in San Bernardino with our community involvement but this year we were unable attend and/or participate in community events by the writing of the LCAP. We need to bring a focus back to our service learning and get our families reinvolved. We need to show appreciation to parents and the community agencies when they participate or donate to SPAB events and functions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SPAB Stakeholder Survey (% of stakeholders that give an overall grade of A/B, % Agree/Strongly Agree)	2021 Grade of A/B 97% believe SPAB promotes active parent involvement. 98% believe SPAB staff and administration is helpful and professional. 96% believe SPAB reached out to the community for involvement in programs and activities				2024 Grade of A/B 98% Maintain or increase percentage I believe SPAB promotes active parental involvement. I believe SPAB office staff and administration is helpful and professional. I believe SPAB reaches out to the community for involvement in
Attendance Rate (SIS)	2021 Schoolwide 94.42% As of May 94.64%				2024 Schoolwide 96%
Parent Participation data (# parent Board members, # on SSC, # events/meetings/activities with parent and community participation)	2021 Parent Board Members 1 SSC 3 Events/Meetings/Activities 21				2024 Maintain or increase participation in parent committees Parent Board Members SSC Events/Meetings/Activities
% of parent participation in surveys (# of responses/# of families)	2021 Stakeholder survey 92%				Maintain or increase percentage stakeholder survey for parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Individual Community Service Projects (% of students in all grades that completed a project)	2021 – N/A 2019 – 100%				2024 maintain
Grade Level Community Service Projects (% of grade levels that completed a project)	2021 – N/A 2019 – 100%				2024 maintain

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent and Community Involvement	Plan events and activities for parents and the community to get involved on campus. Engage with community partners and local businesses to provide student services, such as; health fairs, screenings (eye, hearing, dental, and scoliosis), fundraising, donations, and grants. Provide recognition of parents, families, and the community for their involvement at SPAB. Provide translation as needed.	\$1,500.00	N
2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means.	\$8,460.00	N

Goal Analysis [LCAP Year]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.39%	\$611,967

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

Required Descriptions

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

Goal 1 Action 1 Access to Standards Based Instructional Curriculum and Materials- We considered our EL, foster youth, and low-income students first, as well as our other subgroups, as we chose our curriculum and online tools to ensure they have the components needed to support all these students. All online subscriptions are adaptable to students academic level and most have built in supports for those students that need it. The ELA curriculum we use has a strong English Language Development component for both Designated and Integrated ELD. All curriculum has additional components for differentiating for at risk or struggling students which many of our EL and low-income students fall into. This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing comprehensive curriculum, online tools, and all the resources necessary to meet students' individual needs by filling content gaps, differentiating instruction as needed to provide students with full access to grade level standards, and meeting them where they are.

Goal 1 Action 2- Intervention- We considered our EL, foster youth, and low income students first when planning our intervention program components since many of these students are struggling and need more support. Our Intervention Team will focus on the academic growth of our struggling students and provide Designated ELD instruction to all our EL students each week. EL, foster youth, and low income students will also be prioritized for outside tutoring, and summer school. This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing intervention to as many struggling students as needed which a large percentage are these students.

Goal 1 Action 3 Assessment- We considered our EL, foster youth, and low income students first when choosing our assessment system and implementing progress monitoring with our struggling students. Since most of our students that we will be serving through intervention fall into these subgroups, the progress monitoring will be used largely with this population to show growth and effectiveness of the intervention being used. This action is principally directed towards and effective in meeting the needs of our unduplicated students by continuously monitoring for gaps and subgroups that need more intervention.

Goal 1 Action 4 Professional Development- We considered our EL, foster youth, and low income students first when planning our PD for the next school year. Our teachers and staff agree we need some training on working with our most vulnerable populations which not only include these groups but also our African American population. This action will allow needed training in the area of culturally responsive instruction and discipline, learning loss and acceleration, Integrated and Designated ELD strategies that will benefit all students, especially EL, foster youth, and low income students. This action is principally directed towards and effective in meeting the needs of our unduplicated students because the topics are geared especially towards meeting the needs of these students.

Goal 1 Action 8 Director of Curriculum and Instruction - Our EL, foster youth, and low income students are considered first when planning for interventions based on the needs according to our local assessments and teacher recommendation. SSTs are held when it is convenient for parents. If transportation is an issue, we will provide a login for a virtual meeting to meet the needs of our families. This action is necessary to run an organized multi- faceted intervention program that serves the needs of our most struggling students; including EL, foster youth, and low income students. This action is principally directed towards and effective in meeting the needs of our unduplicated students by ensuring a safety net for these students.

Goal 2 Action 2 Access to a well- rounded program- Our EL, foster youth, and low income students are considered first when planning for a well-rounded program because these are the students that often come to school with limited experiences. Providing the extracurriculars and field trips gives these students, and all students, opportunities to experience new things and explore their talents and strengths when many of our students would not have the ability to do so. This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing those needed experiences to develop vocabulary and background knowledge, along with identifying their strengths in areas they may not experience outside of school.

Goal 2 Action 6 After School Program- We considered our EL, foster youth, and low income students first when planning our after school program by providing a free service for our families that need extended care after school. Our After School Program includes a meal program, homework time, outside tutoring support, and engaging activities. This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing a service to our families while providing activities that support our students and involve them in extracurricular activities such as sports and music that they may otherwise not participate in outside of school.

Goal 2 Action 7 High School, College, Trade School, and non-college Career Readiness- We considered our EL, foster youth, and low income students first when planning for preparing our students for beyond SPAB. These activities allow our students to think to the future no matter their current circumstance and learn and practice skills that will effectively prepare them for their next steps. This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing experiences to open their worlds and be ready further education and life outside of school.

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

Savant Preparatory Academy of Business has a very high At-Risk population in 2020/21 with 85% of our population falling into the Unduplicated Counts for Low Income, EL, and Foster Youth. To increase services means to grow services in quantity and to improve services means to grow services in quality. The collective services for EL, foster youth, and low income students are being increased or improved by the percentage required by providing these students with services that are over and above what is being done for other students. The total LCFF funds that are being accounted for as contributing to increased or improved services is **\$NEED SPECIFIC**

DOLLAR AMOUNT. The specific actions aligned with this are ELD instruction through our intervention teachers, prioritizing EL, foster youth, and low income students in our intervention programs, priority access to social and emotional supports, and providing a free after school program to all that need it. This unduplicated group of students has high academic needs according to our needs assessments and these additional services should allow us to address these specific needs. This coming year our professional development will focus on reviewing the English Language Development standards, SDAIE strategies, effective ELD instruction, and other effective research based techniques that address English Learners' needs along with all at-risk students' needs. If needed, we will provide bus passes for low income students to get to school if transportation becomes an issue or sometimes a staff member will provide transportation when needed. Our meal program, though not included in the LCAP, provides free breakfast, lunch, and supper to all students. We are a CEP school based on our need so we are able to feed all students for free which especially helps our low income students.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

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

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.