LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Savant Preparatory Academy of Business
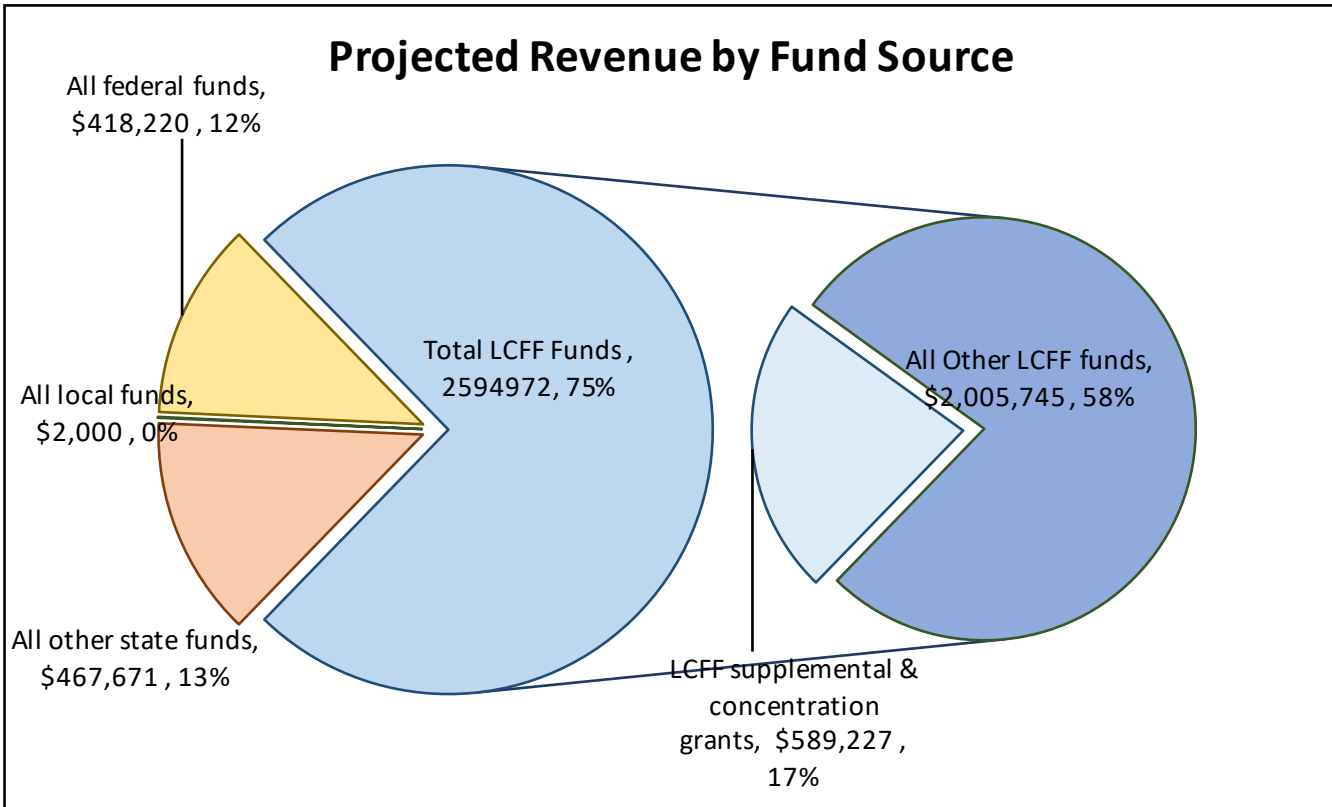
CDS Code: 36 67876 0137935

School Year: 2022 – 23

LEA contact information: Eva Tillman; (909) 677-0213 etillman@savantprepacademy.com

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 2022 – 23 School Year

Projected Revenue by Fund Source

- All federal funds, $418,220 , 12%
- All local funds, $2,000 , 0%
- All other state funds, $467,671 , 13%
- Total LCFF Funds , 2594972, 75%
- LCFF supplemental & concentration grants, $589,227 , 17%
- All Other LCFF funds, $2,005,745 , 58%

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

The text description for the above chart is as follows: The total revenue projected for Savant Preparatory Academy of Business is $3,482,862.80, of which $2,594,972.00 is Local Control Funding Formula (LCFF), $467,670.50 is other state funds, $2,000.00 is local funds, and $418,220.30 is federal funds. Of the $2,594,972.00 in LCFF Funds, $589,227.00 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 district 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.

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP
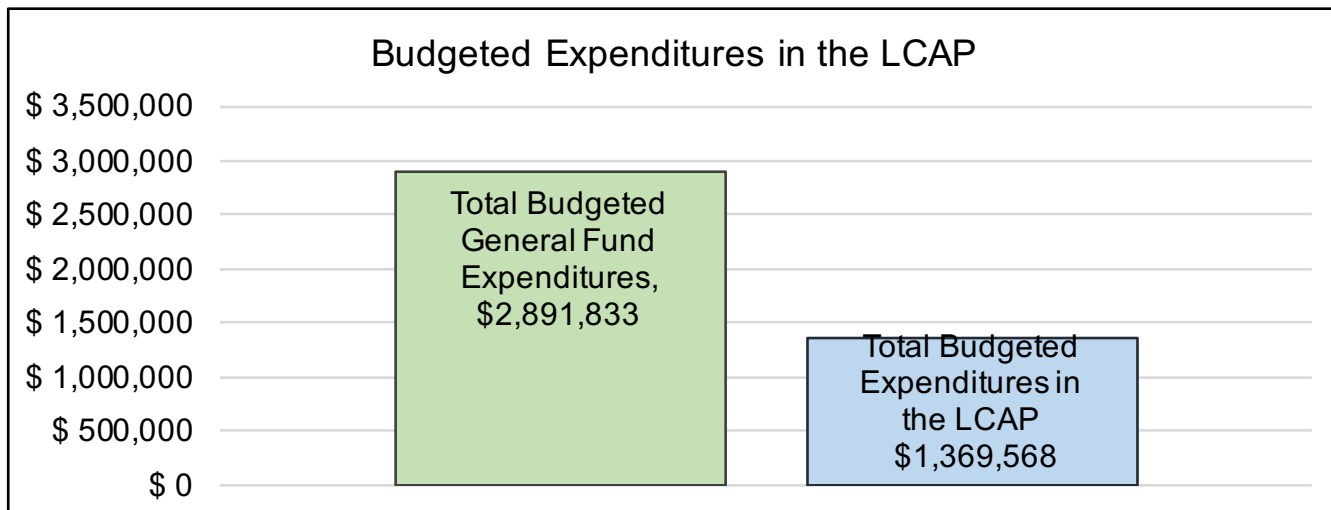
This chart provides a quick summary of how much Savant Preparatory Academy of Business plans to spend fo 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.
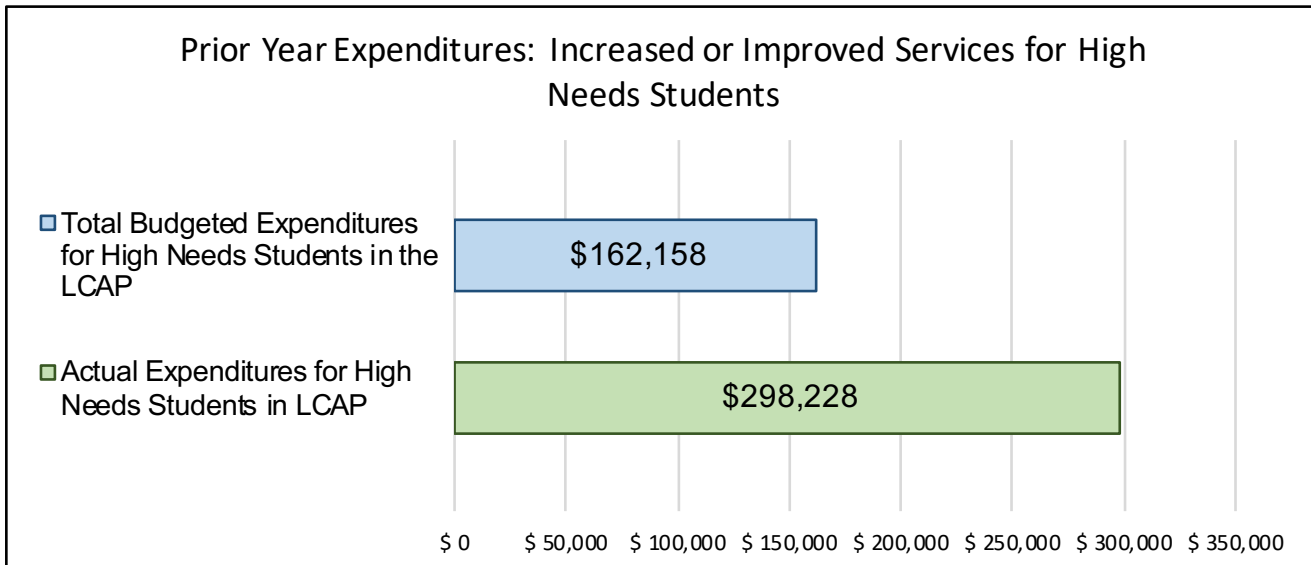
The text description of the above chart is as follows: Savant Preparatory Academy of Business plans to spend $2,891,833.45 for the 2022 – 23 school year. Of that amount, $1,369,568.00 is tied to actions/services in the LCAP and $1,522,265.45 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budgeted expenditures that are not in the LCAP include office supplies, district oversight fees, dues and membership, website maintenance, operating expenses such as insurance, lease expense, rental equipment, student transportation, consultant fees, legal fees, HR and payroll expenses, advertising and

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 Schoo Year

In 2022 – 23, Savant Preparatory Academy of Business is projecting it will receive $589,227.00 based on the enrollment of foster youth, English learner, and low-income students. Savant Preparatory Academy of Busines 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 $711,572.00 towards meeting this requirement, as describe in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$162,158
☐ Actual Expenditures for High Needs Students in LCAP	$298,228

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Savant Preparatory Academy of Business budgeted last year in the LCAP for action 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.

The text description of the above chart is as follows: In 2021 – 22, Savant Preparatory Academy of Business's LCAP budgeted $162,158.00 for planned actions to increase or improve services for high needs students. Savant Preparatory Academy of Business actually spent $298,228.00 for actions to increase or improve services for high needs students in 2021 – 22.

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 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Savant Preparatory Academy of Business is a K-6 public charter school located in the city of San Bernardino, authorized by San Bernardino City Unified School District. 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 students 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 75% 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.

In only our second year of operation, the 2019-2020 school year, Savant Prep's students and staff were forced to dramatically shift course as the global COVI-19 pandemic shuttered Savant Prep's classrooms. Savant Prep was committed to making sure 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) students engaged in six hours of synchronous learning led by a teacher with their classmates on a live video conference using their school issued Chromebooks. On Fridays, students engaged in three hours of asynchronous learning in the morning and teachers engaged 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 during trying times, transforming the challenges of the moment into opportunity. Savant Prep looks forward to continuing building out its program over the next chapter term and continuing to be a source of support, stability, and hope for our students and families who have been empowered by Savant Prep in its four short years.

Reflections: Successes

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

In the four short years Savant Prep has served students, it is pleased to share the following highlights and successes. On June 18, 2020, we hosted our 1st Annual "Shark Tank" event via Facebook Live, showing Savant Prep's business math and English Language Arts curriculum in action, and the incredible talents of students, as students applied knowledge and skills they have developed at Savant Prep as young entrepreneurs. At the event, seven Savant Prep students in 2nd and 3rd grade presented their business live on social media pitching to viewers in different states to invest in their companies and/or purchase their products. Students sold products ranging from clothing, masks, personalized jewelry, and lip gloss. Since the 1st Annual Shark Tank, one student's lip gloss line, "Lalli Popz Lip Dropz," has experienced incredible success. This particular student makes her own gluten free lip gloss, tubes the lip gloss in lollipop shaped tubes, and ships the product to her customers. The student has since launched her own website, and used social media to boost her sales and partner with other entrepreneurs. In November of 2021, partnership with San Bernardino Valley Chapter of Links, Savant Prep's 4th and 5th grade students are the first cohort to participate in The National Society of Black Engineers, Jr. NSBE, program. Savant Prep is so proud of its students' accomplishments and believes that its inaugural Shark Tank is a preview of the great successes to come for Savant Prep and its students in the years to come.

As students returned to in-person instruction, Savant Prep continued to create a dynamic and inclusive school culture that has welcomed families and fostered a strong sense of community. Savant Prep hosted virtual 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. Savant Prep also supports and has a presence at many community events in San Bernardino, including the IECAAC's virtual Dr. Marin Luther King Breakfast, The Links, Inc. Scholarship Breakfast, San Bernardino Valley College's Umoja Tumaini Kwanzaa Celebration,

Savant Prep launched with grades TK-2 in the 2018-2019 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 2019-2020 school year due to the COVID-19 pandemic. The CA Dashboard was not published for the 2020 school year, we understood how important our local data was to our school planning this year. Based on that, we continued to use NWEA for the 2019-2020 school year to guide our instruction, plan for intervention, and monitor growth of all our students and subgroups. Although CAASPP testing requirements were waived in Spring of 2020, administration felt 3rd and 4th grade scholars were prepared to take smarter balance assessments. Even with school closure, the pandemic, and distance learning, the majority of students continued to show some growth on our NWEA Assessments in Reading and Math even though the mode of instruction had changed over the last year.

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.

Savant Prep launch in the 2018-2019 school year. Savant Prep does not have the 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 2019-2020 school year. However, Savant Prep reports the following data points from 2018-2019 for its suspension rate and chronic absenteeism rate. (Dashboard metrics), which are favorable. There were 0% suspensions and 7.6% absenteeism rate. Savant Prep also met the standards on all local indicators on the 2018-2019 Dashboard. Furthermore, because Savant Prep launched with grades TK-2 in the 2018-2019 school year, it had no students eligible to take the California Assessment of Student Performance and Progress. 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 those 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.

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

During the 2020-2021 school year, districts were given the option to administer the CAASPP or to postpone its administration until the following year. Consultation with education partners, including staff, led Savant Prep's decision to administer the CAASPP for the 2020-2021 school year. As a result, Savant Prep collected data on student academic performance using the CAASPP for students in grades 3-4 and NWEA assessment as a summative and local measure of student academic performance in grades K-2. In the Spring of 2020-2021, Savant Prep students in grades 3-8 completed the English Language Arts (ELA) and Math Smarter Balanced Summative Assessments.

The ELA Smarter Balanced Summative Assessment results indicated that 55.81% of all Savant Prep students in grades 3-4 scored at Standard Met or greater. The Math Smarter Balanced Summative Assessment results indicated that 42.50% of all Savant Prep students in grades 3-4 scored at Standard Met or greater. Based on the aforementioned information, math continues to be an area of growth for Savant Prep as a school. Savant Prep continues to identify student ELA and Math performance as an area of continued need for students. Goal 1, Action 3: NWEA assessment to monitor performance and growth in all students and use this data to pull intervention and monitor progress.

Upon returning to in-person instruction, Savant Prep assessed all student in order to help determine unfinished learning and have a local measure to compare with the end of the 2021 NWEA assessment results. The NWEA map assessment was administered during the Fall, and again in the Winter. The assessment results are used to guide instruction and identify needs.

LCAP Highlights

Savant Prep's LCAP is meant to reflect a school that makes their students' academic, social, and emotional needs a priority when making all decisions. With an emphasis on providing a strong academic program and positioning students to become entrepreneurial leaders in their community, the actions in this LCAP reflect both these goals. Our third goal is increasing parent and community involvement to ensure the success of all students. We are excited for the impact we will have on our students through the evidence-based actions agreed upon by our partners and described in our LCAP. It has helped us streamline our program and have conversations about the most effective ways to deal with the effects of the pandemic while working towards future growth of our students and how to support them during this process.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Savant Prep has used multiple venues to engage with our community partners since the inception of our first LCAP and continue to strive to strengthen the involvement of our partners in this process. All partners are given opportunities and encouraged to give input on the eight state priorities and to engage in the development of the LCAP. Beginning in January of each year, we begin collecting more data and feedback through surveys, partner surveys, interviews, parent meetings, staff meetings, and student meetings about the school, our programs and what they see in the future. Most of the eight state priorities, such as academic achievement, school safety and parental involvement are the topics of our surveys. Savant Prep publishes information in the monthly newsletter about the LCAP and encourages parents to give feedback through surveys, meetings with the principal, or while on campus at events. Administration gains additional information from teachers, staff, and students through formal and informal meetings. Savant Prep's Governing Board consists of community members, and one parent. During the last 5 months of the school year, we complete assessments, surveys, and hold various meetings to gather input and analyze data. Through the analysis of the needs assessment and feedback, the LCAP is created.

Throughout the pandemic, Savant Prep continued to gather input from key partners. The process for soliciting partner 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 pandemic up to and including the drafting of the 2021-22 Local Control and Accountability Plan. Feedback was collected from partners 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 the program, and teacher support. Throughout Distance Learning in the 2019-20 school year, Savant Prep's teachers an aides made continued efforts to stay in contact with all our families including our families of English Learners, Foster Youth, Homeless and SPED students via telephone, email, or online meetings. During these communications students' needs including access, accommodations, and support were discussed and/or provided. During Fall Distance Learning, teachers collected information regarding students' needs and feedback through daily check-in's and weekly "Parent Pow-Wows" with students and parents. The information collected allowed teachers and staff to make the 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 student and families related to technology access at the start of Distance Learning, in March 2020 Savant Prep sent out a technology survey to all families. Based on this information, the Administration worked individually with families to provide devices and internet access as needed. Savant Prep collected this information again before distance learning began September 8, 2020. Virtual parent meetings were held in August, September and March 2021 to gather more feedback and share 2019-2020 LCAP updates and plans for the future. In order to maintain fluid communication with our families, Savant Prep continuously provided different method of communication to support and receive feedback in the following ways:

- Daily/Weekly updates on Savant Prep's school Remind messaging system
- Monthly updates on the website as needed
- Monthly virtual parent meetings

● Weekly updates to staff through Principal emails and virtual staff meetings]

Understanding that not all Savant Prep families have access to technology or feel comfortable using online tools, alternate options were arranged for partners 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 partners wanted to speak with an Administrator. Three different electronic surveys were also used to solicit feedback from all partners, 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 an Administrator and staff member that assist with translating. Beginning in March 2020, all School Board meetings have been held using a virtual platform. A public hearing about the 2021-2022 LCAP will be held on June 9, 2022. Partners have been invited to participate by calling in to both listen and provide public comment. All submitted feedback will be reviewed and taken into consideration before final approval.

Timeline for Meetings and Agendas for the 2021-2022 LCAP
Partners Surveys – February -April
Savant Prep Staff Meetings
March 9th – Interventions based on current needs
March 16th – Student engagement and current performance
April 6th – Data Review
May 11th – Rough draft of actions
May 18th – Review of NWEA assessment data

Parent Meetings
February 16th, 23rd, March 9th, 16th – virtual parent meeting allowing parents to review current data, give feedback, and ask questions
June 9th – Public Hearing at Special Board Meeting

Board Meetings
June 1st– Special Board Meeting
June 24th – Approval of Final LCAP and Budget

A summary of the feedback provided by specific educational partners.

[Savant Prep values all partners' input and feedback. Partners feedback came from all staff, students and parents. This input strengthens our programs and ensures we are working on the success of all students. Input has been gathered as described above. All partners' 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, English Learners, and Foster Youth. While each goal addresses multiple areas of the state's eight priorities, they also correspond well to the LCAP's 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)

Savant Prep partners understand that many aspects of each goal will extend beyond the term of the LCAP. Input related to procedural, or policy will be taken into consideration but addressed directly in the LCAP. After reviewing the new data and all the input from partners this year, the goals from last year's LCAP are still applicable. The feedback indicated a clear desire to refocusing on the foundation of what Savant Prep's Charter is built;
1. Passionate about their purpose
2. Ensuring a safe, peaceful and respectful learning environment with a low teacher to student ratio that enables every student needs to be met by their teachers, parents, and school community.
3. That every student 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 students are actively engaged in a rigorous and challenging standards-based curriculum.
6. Students are expected to apply their academic and social learning to meaningful real-life activities and situations.
7. Teachers are dedicated to using assessment data to collaboratively plan and improve all aspects of educating students.
8. There is a strong, consistent discipline plan and structure in place which is used by all staff.
9. Students are surrounded by nurturing people and receive encouragement on a regular basis from teachers, peers, and family members that all students can and will learn.
10. Parents and community are involved in educating students through both direct and indirect methods.
11. Teachers and Administrators are aware of students' developmental needs and make adjustments to the program accordingly.
12. Leadership is a shared responsibility.
The need for our students to be back on campus and, to strengthen our intervention program, and provide the extracurricular activities were all ideas that continued to be reiterated from our partner's feedback.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Through this year's planning process and with partners' input, we learned we need to put academics first with a focus on growth. Hopefully the 2021-2022 school year allows all students to return to campus and Savant Prep to provide all the well-rounded 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 students' performance before the pandemic. Continuing to focus on growth will allow us to celebrate our students' achievements and gain motivation and momentum once again. Using NWEA Assessments to monitor progress of all students is working. Our instructional aides have been instrumental in meeting the individual needs of students 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 students during the school day and at the after-school program. If we are required to provide distance learning, we will hire additional credentialed teachers to run just the distance learning program. The LCAP reflects these things in goal 1. Our staff also agreed that with additional training, K-6, would benefit all our students in teaching them how to be students again, preparing them for high school and beyond, and giving our staff common language and tools to use.

Documented feedback includes the following:

Safety and cleanliness were a highly talked about topic during meetings with partners 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. Partners felt very comfortable with all the things we put in place during the pandemic considering how quickly the guidelines changed. Going into the 2021-2022 school year, safety and cleanliness will continue to be made a priority. Parents feel like the social emotional needs and activities are a necessity for our students. Parents expressed the need to know where and how to access support when their student is struggling. Parents felt like parents where not invited, to help plan, implement, and evaluate programs, student materials, and instructional practices. However, overall, the majority of our parents feel that Savant Prep provides a safe learning environment and prepares their student for career and college readiness. Extracurricular activities, teacher interactions impacting student growth, and easy access to administrators has been brought up to help with our students' study, organizational, and time management skills to prepare them further for college and career. It will be an additional layer that should also impact academic growth. Staff is wanting professional development to better understand curriculum and instruction and assessments, strategies to engage students in assessments, more intervention and instruction provided by teachers, better onboarding information in the enrollment process, so parents know the expectations when they enroll, they chose Savant Prep for their student and ways to address learning loss and interventions for struggling students. Mental health was extremely important to all partners 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 Partner Survey for 2022. The LCAP reflects these things in goal 2.

We also heard from our partners 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. Community service completion also was at an all-time low. This will be brought back as a priority. We had rave reviews about communication so we will make sure to continue with Remind, our website, classroom communication tools, social media posts, and newsletters. We are also implementing the use of the parent portal through our Student Information System so parents can access grades, attendance, etc. The LCAP reflects these things in goal 3.

Goals and Actions

Goal

Goal #	Description
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.

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, partner 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 a 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 as they had 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. Based on the aforementioned information, math continues to be an area of growth for Savant Prep as a school

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Assessment	**NWEA Spring 2020-2021 Reading assessment at or above the 61st percentile:** Kindergarten: 87% 1st grade: 31% 2nd grade: 29% 3rd grade: 57% 4th grade: 38% **NWEA Spring 2020-2021 Math assessment at or above 61st percentile:** Kindergarten: 73% 1st grade: 22% 2nd grade: 30% 3rd grade: 35% 4th grade: 32%		[Insert outcome here]	[Insert outcome here]	Schoolwide 70% proficiency in ELA
CAASPP ELA Summative State Assessment Data	2019-20 – N/A				2024 Schoolwide 70% proficiency in ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Summative State Assessment Data	N/A 2019-20 – N/A June 2020-2021 CAASPP administered assessment results: 55.81% met or exceeded standard for ELA				2024 Schoolwide 70% proficiency in Math
Report Card Data(% Met/Exceed Grade Level Standards)	Original: School wide 61% Kindergarten – 83% 1st – 66% 2nd – 44% 3rd – 50% 4th – 58% Adjusted (Example; Can delete) **June 2020 - 2021 School wide:** Kindergarten: 63% 1st grade: 65% 2nd grade: 37% 3rd grade: 48% 4th grade: 47%				2024 Schoolwide 70% proficiency in ELA and Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absentee Rate (CA Dashboard and/or SIS	2019/20 – N/A June 2020 - 2021: 0.17% PowerSchool				2024 - Maintain
Attendance Rate (SIS)	2021 Schoolwide 94.42% As of May 94.64% June 2020 - 2021: Schoolwide 94.41%				2024 – 96%
SST Process data (# of students in the process)	June 2020 - 2021: 35 2020/21 35				2024 15

SPAB Partner survey (% of partners that give an overall grade A/B, % Agree/Strongly Agree)	2021 Grade of A/B 98.23% I believe SPAB 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.	.			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	92.11% believe SPAB is kept clean and orderly. 91.22% believe SPAB prepares students for college and career.				high school, college, trade/tech school, and non-college career readiness.
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency	N/A – not reporting				Meet or exceed CA state comparison be increasing at least
ELD Comprehensive Instruction (% of EL students receiving both Designated ELD and Integrated ELD)	N/A – not reporting				

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 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)	$69,000	Y

Action #	Title	Description	Total Funds	Contributing
		Provide multi-faceted evidence-based intervention programs that include Instructional Aides at every grade level to support all students including unduplicated 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	$571,797	Y
Action # 2	Intervention Program to Support All students	Provide multi-faceted evidence-based intervention programs that include Instructional Aides at every grade level to support all students including unduplicated students in the classroom	$68. 378	
Action # 3	Assessment	NWEA Assessments to monitor performance and growth in all our students. Use this data to pull for intervention and monitor progress.	$5,000	N
Action # 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 well as budget for individually chosen PD. Collaboration through grade level meetings and staff meetings to share best practices.	$28,957	Y
Action # 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	$60,950	N

Action #	Title	Description	Total Funds	Contributing
Action # 6	Director of Curriculum and Instruction	The Director of Instruction and Assessment will visit classrooms, coach teachers, do model lessons, analyze data, provide feedback, and support teachers with all 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.	$43,200	N
Action # 7	Qualified teaching staff	Salaries and benefits of effective qualified teaching staff that meet the needs of all our students.		N

Goal Analysis for 2021-22

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 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 2021-2022 goals will occur during the 2022-2023 update cycle.

Goal #	Description
Goal # 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 students. We learned that most students 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 June 2020 – 2021: Good				2024 Good

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

| SPAB Partner Survey (% of partners that give an overall grade of A/B, % Agree/Strongly Agree) | **June 2020-2021:**

98% believe SPAB employs qualified teachers that are committed, collaborative, and caring.

92% believe SPAB provides a well-rounded program.

97% believe SPAB teaches character education and leadership that impacts children.

98% believe SPAB provides a safe learning environment.

92% believe SPAB provides programs and activities to meet students social and emotional needs.

98% believe SPAB maintains facilities in good repair.

97% believe SPAB is kept clean and orderly.

93% believe SPAB prepares students for college and career. | | | | 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, |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					trade/tech school, and non-college career readiness.
Attendance Rate (SIS)	Schoolwide 94.42% As of May 2021 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)	2020 – 2021 N/A				2024 90%
Student Suspension Rate (% of students with one or more suspensions)	2019-2020 Schoolwide – 0% 2020-2021 – N/A				2024 - maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion	2019-2020 – 0% 2020-2021 - NA				2021 - maintain
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	2019-2020 – 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
Action # 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 replenishing emergency supplies as needed.	$409,664	N
Action # 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.	$6,400	N

Action #	Title	Description	Total Funds	Contributing
Action # 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 vendors at no cost.	Planned Percentage of Improved Services-4.18%	Y
Action # 4	Celebrations and Awards	Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement, leadership, and growth.	$8,500	N
Action # 5	After School Program	Provide extended care and learning for our students during our after-school program.	$50,000	Y
Action # 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.	$1,000	N
Action # 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.	$1,600	N
Action #8	Access to Healthy Meals	Provide access to healthy meals to all students to include unduplicated students.	$82,000	Y

Goal Analysis for 2021-22

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

A contract with the vendor Klay Theory was not established during the 2021-22 SY as projected. For Goal 2, Action 3, the LEA used the following methodology to determine the contribution of the action towards the proportional percentage/planned percentage of improved services. The LEA provided social and emotional support to students. Various staff took on the role of providing these services. If these staff were not available, someone would have needed to be hired such as a social emotional counselor. The LEA estimated the salary for this position by following a salary schedule and included about 29% for health and benefits. This total was then divided by the estimated actual LCFF Base Grant found in the 2nd interim. This provided the planned percentage of improved services.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 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 2021-2022 goals will occur during the 2022-2023 update cycle.

Goal #	Description
Goal # 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 the 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 to 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 Partner Survey (% of partners 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 the 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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	2019 – 100% Partner survey 92%				Maintain or increase percentage partner survey for parents
Individual Community Service Projects (% of students in all grades that completed a project)	2019 – 100% 2021 - NA				2024 maintain
Grade Level Community Service Projects (% of grade levels that completed a project)	2019 – 100% 2021 – N/A				2024 maintain

Actions

Action #	Title	Description	Total Funds	Contributing
Action # 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.	$2,500	N
Action # 2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means.	$6,000	N
Action # 3	Parent Educator Support	Improve services to purposefully support parents in student learning through improved and intentional communication and collaboration efforts between teachers, students and administration. Increase access for all students through how-to videos and parent knowledge through informational videos.	$3,000	N
Action # 4	School Wide Professional Development Community	Improve collaboration, individual and collective efficacy with a focus on continuous growth and improvement by partnering with consultants who will facilitate professional development for staff to develop a culture focused on continuous improvement.	$20,000	Y

Goal Analysis for 2021-22

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

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Analysis of the 2021-2022 goals will occur during the 2022-2023 update cycle.

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

Analysis of the 2021-2022 goals will occur during the 2022-2023 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 2021-2022 goals will occur during the 2022-2023 update cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$589,227	$65,046

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.38%	13.19%	$206,144.31	42.57%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

After assessing the ELA and math achievement of our English Learners and low-income students, we learned that while overall our 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 those 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.

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

All services for unduplicated students are being increases or improved. To address the condition of our English Learners and low-income students we will develop a school wide program and implement it focused on improving student achievement in Math. Goal 1, Actions 1, 2, 3, 4, and 5 provide increased and improved services in MTSS support, educational technology, gifted and talented and high achieving services, access to CA state standards and standards based assessments. These actions will provide direct support to English

Learners, low-income students, and foster youth as well as all students. We expect that English learners, low-income students, and foster youth will improve their achievement based on our expected outcomes over the next three years and their needs will be considered first as we disaggregate our ongoing performance data to offer specific services to students. These actions are being provided on an LEA-wide bases and we expect/hope that all students with less than grade level achievement in Math will benefit. However, because of the lower math achievement of low-income students and low math achievement for English learners, and because these actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the math achievement for our low-income students and English Learners will increase significantly more than the average achievement of all other students.

For Goal 2, Action 3, the LEA used the following methodology to determine the contribution of the action towards the proportional percentage/planned percentage of improved services. The LEA provides social and emotional support to students. Various staff take on the role of providing these services. If these staff were not available, someone would need to be hired such as a social emotional counselor. The LEA estimated the salary for this position by following a salary schedule and included about 29% for health and benefits. This total was then divided by the estimated actual LCFF Base Grant. This provided the planned percentage of improved services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All services for unduplicated students are being increased or improved by at least 29.38% by addressing our unduplicated student data first and initiating services for those students in the priority position.

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

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

Local Control and Accountability Plan

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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.

Local Control and Accountability Plan

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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Local Control and Accountability 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school site and district-level goals and actions.

Information and resources that support effective 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 engagement of educational partners in the LCAP development process:

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

Local Control and Accountability Plan

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, present 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner input can include, but are not necessarily limited to:

● Inclusion of a goal or decision to pursue a Focus Goal (as described below)

Local Control and Accountability Plan

- 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 students
- 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

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- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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).

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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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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.

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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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in

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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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration

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of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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:

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- o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charter wide), 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.

  - o **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.

  - o **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 transitional kindergarten through grade five), 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."

- ● **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- ● **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- ● **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).

  - o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- ● **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.

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- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o   As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

Local Control and Accountability Plan

- 5. Total Planned Percentage of Improved Services (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education

Local Control and Accountability Plan

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,052,983.00	$ 1,540,379.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Access to Standards Based Instructional Curriculum and Materials	Yes	$ 57,380	$ 71,361
1	2	Intervention Program Specifically for Unduplicated Students	Yes	$ 100,880	$ 171,704
1	3	Intervention Program to Support All Students	No	$ -	$ 80,316
1	4	Assessment	No	$ -	$ 5,000
1	5	Professional Development to Enhance Curriculum and Instruction	No	$ -	$ 20,970
1	6	Professional Development to Enhance ELD and Support for Unduplicated Students	Yes	$ 15,260	$ 12,601
1	7	Access to Technology	No	$ 18,800	$ 83,069
1	8	Director of Curriculum and Instruction	No	$ 50,000	$ 74,126
1	9	Qualified Teaching Staff	No	$ 739,803	$ 782,605
2	1	Access to a clean, safe, and well- maintained facility	No	$ 2,450	$ 79,589
2	2	Access to a well-rounded program	No	$ 45,000	$ 15,149
2	3	Access to social and emotional supports	Yes	$ -	$ -
2	4	Celebrations and Awards	No	$ 1,000	$ 333
2	5	After School Program	No	$ -	$ 419
2	6	High School, College, Trade School, and Non-college Career Readiness	No	$ 1,500	$ -
2	7	Recruit, Hire, and Retain Teachers,	No	$ 10,950	$ 1,569
2	8	Access to Health Meals	Yes	$ -	$ 133,430
3	1	Parent and Community Involvement	No	$ 1,500	$ 2,161
3	2	Communication with Families and	No	$ 8,460	$ 5,978

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 588,169	$ 162,158	$ 298,228	$ (136,070)	0.00%	5.36%	5.36%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Access to Standards Based Instructional Curriculum and Materials	Yes	$ 57,380	$ 26,129.00	0.00%	0.00%
1	2	Intervention Program Specifically for Unduplicated Students	Yes	$ 100,880	$ 161,348.94	0.00%	0.00%
1	3	Intervention Program to Support All Students	No	$ -	$ -	0.00%	0.00%
1	4	Assessment	No	$ -	$ -	0.00%	0.00%
1	5	Professional Development to Enhance Curriculum and Instruction	No	$ -	$ -	0.00%	0.00%
1	6	Professional Development to Enhance ELD and Support for Unduplicated Students	Yes	$ 3,898	$ 12,068.00	0.00%	0.00%
1	7	Access to Technology	No	$ -	$ -	0.00%	0.00%
1	8	Director of Curriculum and Instruction	No	$ -	$ -	0.00%	0.00%
1	9	Qualified Teaching Staff	No	$ -	$ -	0.00%	0.00%
2	1	Access to a clean, safe, and well- maintained facility	No	$ -	$ -	0.00%	0.00%
2	2	Access to a well-rounded program	No	$ -	$ -	0.00%	0.00%
2	3	Access to social and emotional supports	Yes	$ -	$ -		5.36%
2	4	Celebrations and Awards	No	$ -	$ -	0.00%	0.00%
2	5	After School Program	No	$ -	$ -	0.00%	0.00%
2	6	High School, College, Trade School, and Non-college Career Readiness	No	$ -	$ -	0.00%	0.00%
2	7	Recruit, Hire, and Retain Teachers, Substitutes,	No	$ -	$ -	0.00%	0.00%
2	8	Access to Health Meals	Yes	$ -	$ 98,682.39	0.00%	0.00%
3	1	Parent and Community Involvement	No	$ -	$ -	0.00%	0.00%
3	2	Communication with Families and Community	No	$ -	$ -	0.00%	0.00%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,256,373	$ 50,000	$ -	$ 63,194	1,369,567	$ 671,753	$ 697,814

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Access to Standards Based Instructional Curriculum and Materials	All Students	$ 6,652	$ -	$ -	$ -	$ 6,652
1	1 (continued)	Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Unduplicated Pupils	$ 62,348	$ -	$ -	$ -	$ 62,348
1	2	Intervention Programs	All Students	$ 23,425	$ -	$ -	$ 4,000	$ 27,425
1	2 (continued)	Intervention Programs (specifically for Unduplicated Pupils)	Unduplicated Pupils	$ 544,371	$ -	$ -	$ -	$ 544,371
1	3	Assessment	All Students	$ -	$ -	$ -	$ 5,000	$ 5,000
1	4	Professional Development (Enhance Curriculum and Instruction)	All Students	$ 7,006	$ -	$ -	$ 11,194	$ 18,200
1	4 (continued)	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Unduplicated Pupils	$ 10,757	$ -	$ -	$ -	$ 10,757
1	5	Access to Technology	All Students	$ 60,950	$ -	$ -	$ -	$ 60,950
1	6	Director of Curriculum and Instruction	All Students	$ 43,200	$ -	$ -	$ -	$ 43,200
2	1	Access to a clean, safe, and well-maintained facility	All Students	$ 379,664	$ -	$ -	$ 30,000	$ 409,664
2	2	Access to a well-rounded program	All Students	$ 6,400	$ -	$ -	$ -	$ 6,400
2	3	Access to social and emotional supports	Unduplicated Pupils	$ -	$ -	$ -	$ -	$ -
2	4	Celebrations and Awards	All Students	$ -	$ -	$ -	$ 8,500	$ 8,500
2	5	After School Program	All Students	$ -	$ 50,000	$ -	$ -	$ 50,000
2	6	High School, College, Trade School, and Non-college Career Readiness	All Students	$ -	$ -	$ -	$ 1,000	$ 1,000
2	7	Recruit, Hire, and Retain Teachers, Substitutes, and Support Staff	All Students	$ 1,600	$ -	$ -	$ -	$ 1,600
2	8	Access to Health Meals	All Students	$ 7,905	$ -	$ -	$ -	$ 7,905
2	8 (continued)	Access to Health Meals (Specifically for Unduplicated Pupils)	Unduplicated Pupils	$ 74,095	$ -	$ -	$ -	$ 74,095
3	1	Parent and Community Involvement	All Students	$ -	$ -	$ -	$ 2,500	$ 2,500
3	2	Communication with Families and Community	All Students	$ 5,000	$ -	$ -	$ 1,000	$ 6,000
3	3	Parent Educator Support	All Students	$ 3,000	$ -	$ -	$ -	$ 3,000
3	4	School Wide Professional Development Community	All Students	$ 20,000	$ -	$ -	$ -	$ 20,000

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,005,745	$ 589,277	29.38%	42.57%	$ 711,571	4.18%	39.66%	**Total:**	$ 711,571
							LEA-wide Total:	$ 20,000
							Limited Total:	$ 691,571
							Schoolwide Total:	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Access to Standards Based Instructional (	LEA-wide		All	$ -	0.00%
1	1 (continued)	Access to Standards Based Instructional (	Limited	All	All	$ 62,348	0.00%
1	2	Intervention Programs	LEA-wide		All	$ -	0.00%
1	2 (continued)	Intervention Programs (specifically for Und	Limited	All	All	$ 544,371	0.00%
1	3	Assessment	LEA-wide		All	$ -	0.00%
1	4	Professional Development (Enhance Curr	LEA-wide		All	$ -	0.00%
1	4 (continued)	Professional Development (Enhance ELD	Limited	All	All	$ 10,757	0.00%
1	5	Access to Technology	LEA-wide		All	$ -	0.00%
1	6	Director of Curriculum and Instruction	LEA-wide		All	$ -	0.00%
2	1	Access to a clean, safe, and well- maintain	LEA-wide		All	$ -	0.00%
2	2	Access to a well-rounded program	LEA-wide		All	$ -	0.00%
2	3	Access to social and emotional supports	Lea-Wide	All	All	$ -	4.18%
2	4	Celebrations and Awards	LEA-wide		All	$ -	0.00%
2	5	After School Program	LEA-wide		All	$ -	0.00%
2	6	High School, College, Trade School, and	LEA-wide		All	$ -	0.00%
2	7	Recruit, Hire, and Retain Teachers, Substi	LEA-wide		All	$ -	0.00%
2	8	Access to Health Meals	LEA-wide		All	$ -	0.00%
2	8 (continued)	Access to Health Meals (Specifically for U	Limited	All	All	$ 74,095	0.00%
3	1	Parent and Community Involvement	LEA-wide		All	$ -	0.00%
3	2	Communication with Families and Commu	LEA-wide		All	$ -	0.00%
3	3	Parent Educator Support	LEA-wide		All	$ -	0.00%
3	4	School Wide Professional Development (	LEA-wide	All	All	$ 20,000	0.00%