

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Savant Preparatory Academy of Business

CDS Code: 36 67876 0137935

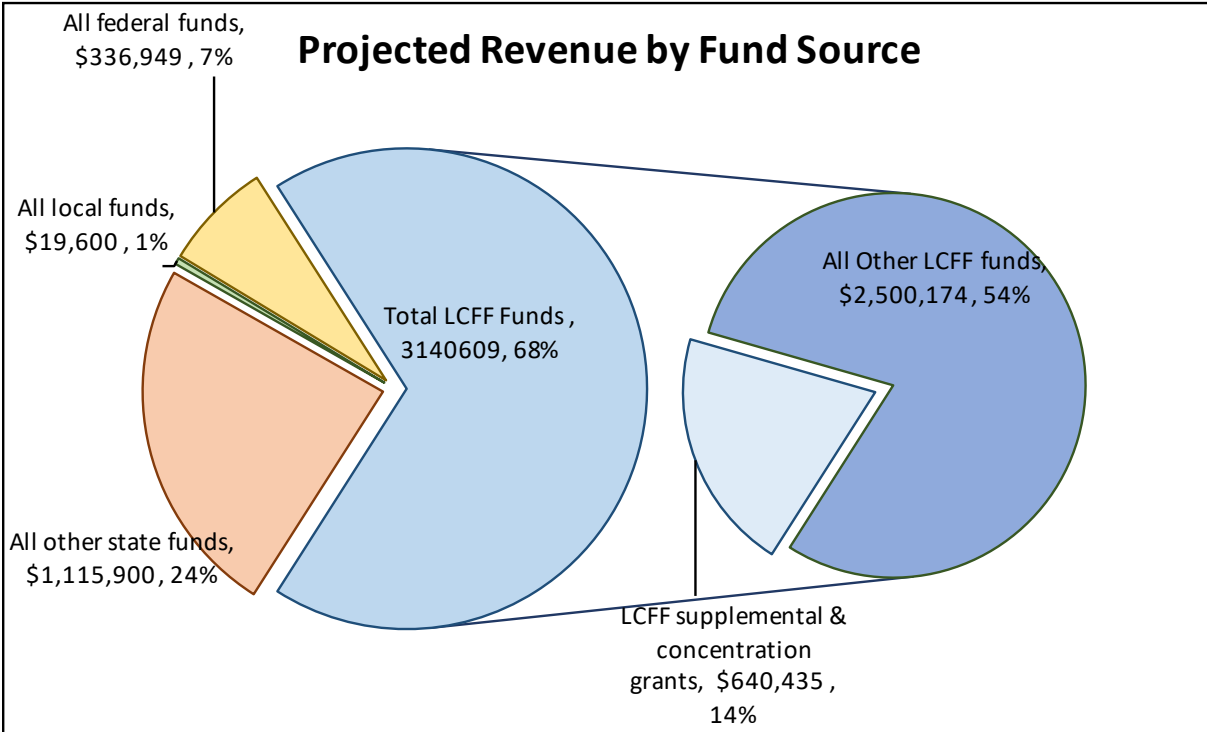
School Year: 2024-25

LEA contact information: Eva Tillman; (909) 677-0213 etillman@savantpreacademy.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 2024-25 School Year

Projected Revenue by Fund Source

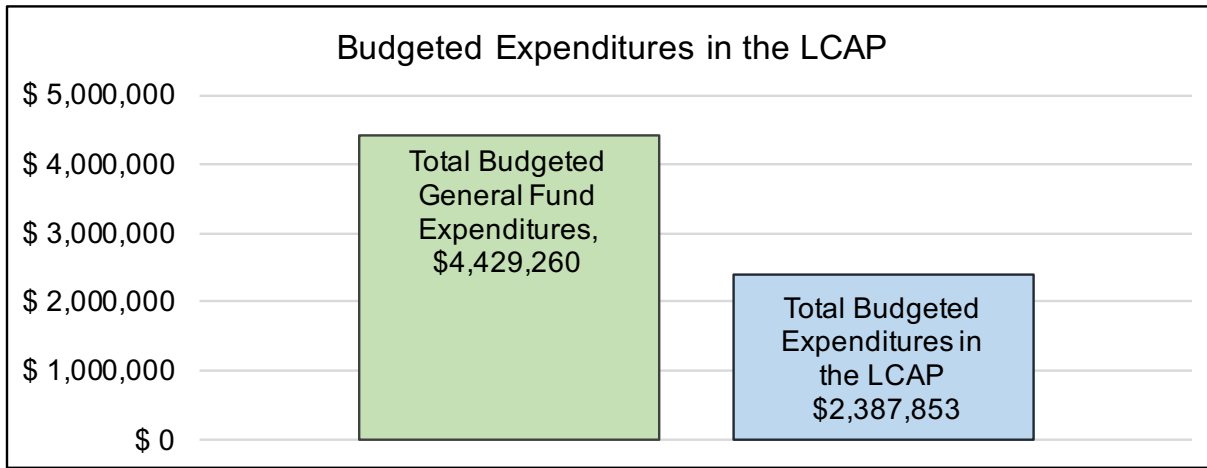


This chart shows the total general purpose revenue Savant Preparatory Academy of Business expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Savant Preparatory Academy of Business is \$4,613,058.00, of which \$3,140,609.00 is Local Control Funding Formula (LCFF), \$1,115,900.00 is other state funds, \$19,600.00 is local funds, and \$336,949.00 is federal funds. Of the \$3,140,609.00 in LCFF Funds, \$640,435.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Savant Preparatory Academy of Business plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

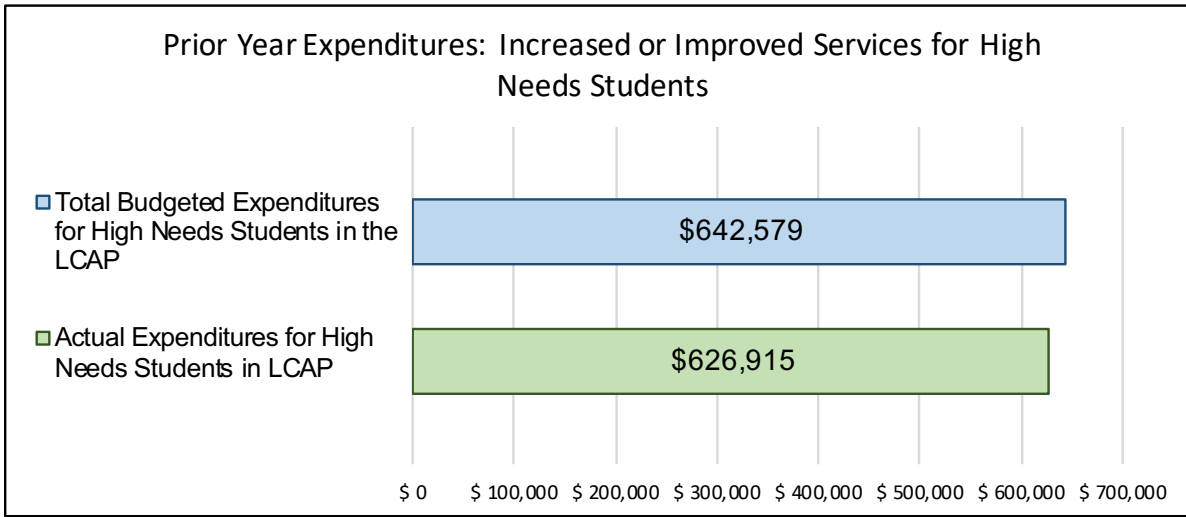
The text description of the above chart is as follows: Savant Preparatory Academy of Business plans to spend \$4,429,260.00 for the 2024-25 school year. Of that amount, \$2,387,853.00 is tied to actions/services in the LCAP and \$2,041,407.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budgeted expenditures that are not in the LCAP include district oversight fees, cost of books and other reference materials, office supplies, cost of uniforms, total cost of noncapitalized equipment, dues and membership, other insurance, equipment lease, total professional/consulting services and operating Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Savant Preparatory Academy of Business is projecting it will receive \$640,435.00 based on the enrollment of foster youth, English learner, and low-income students. Savant Preparatory Academy of Business must describe how it intends to increase or improve services for high needs students in the LCAP. Savant Preparatory Academy of Business plans to spend \$643,689.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Savant Preparatory Academy of Business's LCAP budgeted \$642,579.00 for planned actions to increase or improve services for high needs students. Savant Preparatory Academy of Business actually spent \$626,915.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$15,664.00 had the following impact on Savant Preparatory Academy of Business's ability to increase or improve services for high needs students:

The difference between the actual expenditures for actions and services to increase or improved services for high needs students and budgeted expenditures for planned actions and services is a little over \$15k. This difference translated in very little impacted in the overall increased or improved services. For example,

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA Assessment	<p>NWEA Spring 2020-2021 Reading assessment at or above the 61st percentile:</p> <p>Kindergarten: 87% 1st grade: 31% 2nd grade: 29% 3rd grade: 57% 4th grade: 38%</p> <p>NWEA Spring 2020-2021 Math assessment at or above 61st percentile:</p> <p>Kindergarten: 73% 1st grade: 22% 2nd grade: 30% 3rd grade: 35% 4th grade: 32%</p>	<p>NWEA Spring 2021-2022 Reading assessment at 61st percentile:</p> <p>Kindergarten: 78% 1st grade: 51% 2nd grade: 39% 3rd grade: 59% 4th grade: 59% 5th grade: 60%</p> <p>NWEA Spring 2020-2021 Math assessment at or above 61st percentile:</p> <p>Kindergarten: 75% 1st grade: 49% 2nd grade: 42% 3rd grade: 62% 4th grade: 67% 5th grade: 70%</p>	<p>NWEA Spring 2022-2023 Reading assessment at 61st percentile:</p> <p>Kindergarten: 82% 1st grade: 58% 2nd grade: 62% 3rd grade: 55% 4th grade: 63% 5th grade: 54% 6th grade: 56%</p> <p>NWEA Spring 2021-2022 Math assessment at or above 61st percentile:</p> <p>Kindergarten: 77% 1st grade: 63% 2nd grade: 56% 3rd grade: 42% 4th grade: 60% 5th grade: 55% 6th grade: 70%</p>	<p>Spring 2024 Schoolwide Reading / Math - 51% / 53%</p> <p>Kindergarten: 76% 1st grade: 81% 2nd grade: 59% 3rd grade: 61% 4th grade: 49% 5th grade: 48% 6th grade: 60%</p> <p>NWEA Spring 2023-2024 Math assessment at or above 61st percentile:</p> <p>Kindergarten: 79% 1st grade: 87% 2nd grade: 61% 3rd grade: 76% 4th grade: 76% 5th grade: 61% 6th grade: 69%</p>	Schoolwide 70% proficiency in ELA
CAASPP ELA Summative State Assessment Data	2019-20 – N/A	65% met or exceeded standard	61.29% met or exceeded standards	No scores as of May 2024	2024 Schoolwide 70% proficiency in ELA
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	73.33% met or exceeded standard	63.44 met or exceeded standards	No Scores as of May 2024	2024 Schoolwide 70% proficiency in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Report Card Data (% Met/Exceed Grade Level Standards)	<p>Original: School wide 61% Kindergarten – 83% 1st – 66% 2nd – 44% 3rd – 50% 4th – 58%</p> <p>Adjusted: June 2020 - 2021 School wide: Kindergarten: 63% 1st grade: 65% 2nd grade: 37% 3rd grade: 48% 4th grade: 47%</p>	<p>Original: Schoolwide: 61%</p> <p>Kindergarten: 82% 1st grade: 64% 2nd grade: 62% 3rd grade: 47% 4th grade: 56% 5th grade: 55%</p>	<p>Original: Schoolwide Spring 2022-2023: 61%</p> <p>Kindergarten: 78% 1st grade: 65% 2nd grade: 72% 3rd grade: 51% 4th grade: 62% 5th grade: 55% 6th grade: 70%</p>	<p>Original: Schoolwide Spring 2024: 61%</p> <p>Kindergarten: 79% 1st grade: 81% 2nd grade: 60% 3rd grade: 73% 4th grade: 71% 5th grade: 56% 6th grade: 62%</p>	<p>2024</p> <p>Schoolwide 70% proficiency in ELA and Mathematics</p>
Chronic Absentee Rate (CA Dashboard and/or SIS)	<p>2019/20 – N/A</p> <p>June 2020 - 2021: 0.17% PowerSchool</p>	<p>June 2021-2022:</p> <p>39% - PowerSchool</p>	<p>Spring 2022-2023:</p> <p>30% - PowerSchool</p>	<p>Spring 2023-2024</p> <p>27% - according to PowerSchool</p>	<p>While the desired outcome was not achieved, there was a 3% decrease in the chronic absentee rate.</p>
Attendance Rate (SIS)	<p>2021</p> <p>Schoolwide 94.42% As of May 94.64%</p> <p>June 2020 - 2021: Schoolwide 94.41%</p>	<p>Schoolwide as of June 2022:</p> <p>92%</p>	<p>Schoolwide as of Spring 2022-2023: 92.10%</p>	<p>Schoolwide as of Spring 2023-2024: 93.54%</p>	<p>2024</p> <p>92.88%</p>
SST Process data (# of students in the process)	<p>June 2020 - 2021: 35 2020/21 35</p>	<p>June 2022:</p> <p>27</p>	<p>Spring 2022-2023:</p> <p>21</p>	<p>Spring 2023-2024:</p> <p>17</p>	<p>2024</p> <p>15</p>

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 A/B, % Agree/Strongly Agree)	<p>2021</p> <p>Grade of A/B 98.23% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 98.24%</p> <p>I believe SPAB provides a well- rounded program. 98.23%</p> <p>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%</p> <p>I believe SPAB maintains facilities in good repair. 92.11% believe SPAB is kept clean and orderly. 91.22% believe SPAB prepares students for college and career.</p>	<p>2021-2022</p> <p>Grade of A/B 97% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 96%</p> <p>I believe SPAB provides a well- rounded program. 98%</p> <p>I believe SPAB teaches character education and leadership that impacts children. 98% believe SPAB provides a safe learning environment. 94% believe SPAB provides programs and activities to meet students’ social and emotional needs. 94%</p> <p>I believe SPAB maintains facilities in good repair. 94% believe SPAB is kept clean and orderly. 91.22% believe SPAB prepares students for college and career.</p>	<p>Spring 2022-2023</p> <p>Grade of A/B 98% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 95%</p> <p>I believe SPAB provides a well- rounded program. 97%</p> <p>I believe SPAB teaches character education and leadership that impacts children. 98% believe SPAB provides a safe learning environment. 96% believe SPAB provides programs and activities to meet students’ social and emotional needs. 98%</p> <p>I believe SPAB maintains facilities in good repair. 98% believe SPAB is kept clean and orderly. 94% believe SPAB prepares students for college and career.</p>	<p>Spring 2023-2024</p> <p>Grade of A/B 95% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 95%</p> <p>I believe SPAB provides a well- rounded program. 94%</p> <p>I 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%</p> <p>I believe SPAB maintains facilities in good repair. 98% believe SPAB is kept clean and orderly. 94% believe SPAB prepares students for college and career.</p>	<p>2024</p> <p>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.</p> <p>SPAB provides a safe learning environment. SPAB provides programs and activities to meet students’ social and emotional needs.</p> <p>SPAB maintains a facility that is in good repair and kept clean and orderly. SPAB prepares students for high school, college, trade/tech school, and non-college career readiness.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	N/A – not reporting	Local Indicator: Meet or exceeding standards	Local Indicator: Meet or exceeding standards	Local indicator: performance color is green; 26 points above standard	SPAB met the outcome; performance color green and 26 points above standard
ELD Comprehensive Instruction (% of EL students receiving both Designated ELD and Integrated ELD)	N/A – not reporting	N/A	N/A – not reporting	N/A – not reporting	Increase the percentage of EL students receiving both designated ELD and Integrated ELD

Goal Analysis

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.

We used NWEA assessments to determine support services for students. Intervention supported 63 students throughout the school year in either math, ELA, or both. Instructional aides supported 17 students in the classroom on a current SST. SPED supported 18 students. As of May 2024 50% of students are meeting standards in math and 64% are meeting standards in ELA. SPAB professional development this year has included restorative practices, IXL, wonders, epic, and NWEA. Our instructional aides have been fantastic with the implementation and facilitation of SIPPS, a foundational reading curriculum designed to help both new and struggling readers. Our 2023 CA Dashboard reflects green for ELA, green for math, and no reporting data for EL students. We continue to work on lowering our chronic absentee rate as the color reflected on our dashboard is red which is not favorable. With our attendance rate hovering around 94-95%, we have trouble meeting students' academic needs when they are not on campus. We implemented all actions for Goal 1 as planned.

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.

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for all actions within goal 1. Action 1- The estimated budgeted expenditures related to the purchase of curriculum and materials was determined using the adopted budget. Budgeted expenditures included projections for expenses listed under approved textbook and core curriculum materials. In addition to the expenses captured under approved textbook and core curriculum materials, estimated actual expenditures included expenses accrued under materials and supplies, classroom supplies, and licenses and fee. Action 2- The estimated actual expenditures were significantly more than budgeted. Although teachers and instructional aide's time was accounted for in the budgeted expenditures, other evidence-based intervention programs including contract labor, materials and supplies, and licenses and fee were not included resulting in this difference. Action 3- The budgeted expenditures were less than the estimated actual expenditures. Although this action specifically mentioned NWEA, Savant also purchased and utilized IXL Learning to support student assessment and monitoring. This resulted in an increased amount spent for this action. Action 4- The discrepancy between the budgeted

expenditures and estimated actual expenditures was the result of additional PD and PD related travel as well as additional time spent by instructional staff to engage with student data to ensure effective teaching strategies were implemented to support all students, especially unduplicated pupils. Action 5- The budgeted expenditures related to the purchase, repair and maintenance of technology was determined using the preliminary budget. Budgeted expenditures included projections for expenses listed under computer services and computer and computer equipment. As a result of technology purchased to support instruction including a promethean, Chromebooks, teacher’s laptops, projectors, and Elmos, the estimated actual expenditures exceeded the budgeted expenditures. Action 6- The budgeted expenditures were far less than the estimated actual expenditures. The budgeted expenditures only included partial salaries for two administrative staff members. Upon implementing the action, two additional certified staff contributed toward ensuring success implementation of the action resulting in increased expense.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We did not make many of our 3 year LCAP cycle goals. We do not believe this is a reflection of whether the actions were ineffective or effective but whether our metrics were measuring what we intended. On our NWEA assessments, our goal was 70% at or above standards in ELA and 70% at or above standards in math. As of May 2024, we are at 53% in ELA and only 53% in Math which has declined each year of the cycle. Our CAASPP three year goal was 70% in ELA and 370% in math. As of June 2023, we had 63.44 in ELA and 61.29% in Math. We also did not meet our Chronic Absentee Goal of 15%. As of May 2024, we are at 27% which is however, a decrease from the previous year. Our Attendance Rate goal was 95%. As of May 2024, we are at 94.18%. On the CA Dashboard three year goals of green in chronic absenteeism, green suspension rate, green in ELA and green in Math. We met our three year goal in EL and math. Most of our students have been making consistent growth over the last three years in Math and ELA so we believe that our actions are effective but we need to continue to create support systems that meet the needs of the students who are struggling. We plan to continue the actions for this goal.

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.

We need to continue to do the work in the academic area. This goal is related to academics. We have a lot of work to do in the academic area. Since our return to campus after COVID we have had an influx of students in grades 2-6. Many of those students are truly struggling no matter what interventions we are putting in place. While intervention has proven to show support for our academic success, our budget can not sustain the program. Resident substitutes and instructional aides will continue to play a huge role in supporting our students, and we are also looking at getting college age students on campus to support our students. Our Summer School program, “Kinder Camp”, will include incoming TK and Kinder students for the first time to prepare them for SPAB culture and learning. We will continue to select teachers with leadership qualities to be assigned Lead Teacher duties. This will allow our teachers to learn from each other and receive more feedback. Our Director of Curriculum and Instruction will be coming out of the classroom to be responsible for accountability and data which will include being our LEA Test Coordinator. We believe we didn't meet some of our academic goals because many of our most struggling students have poor attendance so we are revising our Attendance Celebrations in Goal 2 to celebrate more students more often. We are also looking at restructuring teacher stipends for extra duties to make us more competitive.

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.

Goal

Goal #	Description
Goal #2	<p>Conditions of Learning</p> <p>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.</p>

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	June 2021-2022: Good	September 2022: Good	May 2024: Good	2024 Good
Grade Level Community Service Projects (% of grade levels that completed a project)	2019 100% 2020 – N/A	2021-2022: 95%	Spring 2022-2023: 97% participation from scholars	May 2024 - 98%	2024 100%

<p>SPAB Partner Survey (% of partners that give an overall grade of A/B, % Agree/Strongly Agree)</p>	<p>June 2020-2021:</p> <p>98% believe SPAB employs qualified teachers that are committed, collaborative, and caring.</p> <p>92% believe SPAB provides a well-rounded program.</p> <p>97% believe SPAB teaches character education and leadership that impacts children.</p> <p>98% believe SPAB provides a safe learning environment.</p> <p>92% believe SPAB provides programs and activities to meet students' social and emotional needs.</p> <p>98% believe SPAB maintains facilities in good repair.</p> <p>97% believe SPAB is kept clean and orderly.</p> <p>93% believe SPAB prepares students for college and career.</p>	<p>June 2021-2022:</p> <p>97% believe SPAB employs qualified teachers that are committed, collaborative, and caring.</p> <p>96% believe SPAB provides a well-rounded program.</p> <p>98% believe SPAB teaches character education and leadership that impacts children.</p> <p>98% believe SPAB provides a safe learning environment.</p> <p>94% believe SPAB provides programs and activities to meet students' social and emotional needs.</p> <p>94% believe SPAB maintains facilities in good repair.</p> <p>94% believe SPAB is kept clean and orderly.</p> <p>91% believe SPAB prepares students for college and career</p>	<p>Spring 2022-2023:</p> <p>98% believe SPAB employs qualified teachers that are committed, collaborative, and caring.</p> <p>95% believe SPAB provides a well-rounded program.</p> <p>97% believe SPAB teaches character education and leadership that impacts children.</p> <p>98% believe SPAB provides a safe learning environment.</p> <p>96% believe SPAB provides programs and activities to meet students' social and emotional needs.</p> <p>98% believe SPAB maintains facilities in good repair.</p> <p>98% believe SPAB is kept clean and orderly.</p> <p>94% believe SPAB prepares students for college and career</p>	<p>April 2024</p> <p>98% believe SPAB employs qualified teachers that are committed, collaborative, and caring.</p> <p>98% believe SPAB provides a well-rounded program.</p> <p>98% believe SPAB teaches character education and leadership that impacts children.</p> <p>98% believe SPAB provides a safe learning environment.</p> <p>95% believe SPAB provides programs and activities to meet students' social and emotional needs.</p> <p>98% believe SPAB maintains facilities in good repair.</p> <p>98% believe SPAB is kept clean and orderly.</p> <p>90% believe SPAB prepares students for college and career</p>	<p>2024</p> <p>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.</p> <p>SPAB provides a safe learning environment. SPAB provides programs and activities to meet students' social and emotional needs.</p> <p>SPAB maintains a facility that is in good repair and kept clean and orderly. SPAB prepares students for high school, college, trade/tech school, and non-college career readiness.</p>
<p>Attendance Rate (SIS)</p>	<p>Schoolwide 94.42% As of May 2021 94.64%</p>	<p>June 2021-2022: 92% - PowerSchool</p>	<p>Spring 2022-2023: 92.10% - PowerSchool</p>	<p>May 2024: 93.54%- PowerSchool</p>	<p>2024 92.88% - PowerSchool</p>
<p>Chronic Absentee Rate (CA Dashboard and/or SIS)</p>	<p>2020/21 0.17% PowerSchool as of May 2019/20 – N/A</p>	<p>Local Indicators: Very High</p>	<p>Spring 2023: 37%</p>	<p>May 2024 25%</p>	<p>2024 - maintain</p>

Teacher Retention rate (% of teaching staff retained from one year to the next)	2020/21 75%	June 2021-2022: 87% retention rate	As of May 2023 100% retention rate	May 2024: 80% retention rate	2024 90%
Student Participation rate in extracurricular activities (sports, performances, and another student leadership roles)	2020 – 2021 N/A	June 2021-2022: N/A	As of May 2023: 70% participation rate	May 2024: 80% participation rate	2024 90%
Student Suspension Rate (% of students with one or more suspensions)	2019-2020 Schoolwide – 0% 2020-2021 – N/A	June 2021-2022: Schoolwide 0%	As of May 2023 Schoolwide: 4%	As of May 2024: Schoolwide 5%	2024 - maintain
Student Expulsion	2019-2020 – 0% 2020-2021 - NA	June 2021-2022: N/A	As of May 2023: N/A	May 2024: N/A	2024 - maintain
California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	2019-2020 – N/A	Performance Level: High	Performance Level: Green 26 points above standard	No data as of May 2024	2024 – maintain

Goal Analysis

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.

Goal 2 is all about our culture. We implemented all actions as described. Our survey data shows satisfaction by the majority of stakeholders. 95.24% of parents would give us an A/B overall rating. Our stakeholders feel SPAB is a safe, engaging learning environment. Overall our educational partners feel our facility is to their satisfaction with the facility being in good repair. Student attendance is still a concern schoolwide. We have since implemented our “Golden Ticket” attendance incentive. If scholars are present daily with no tardies they are awarded the Golden Ticket to a special treat held in the multipurpose room. Knowing that students cannot prevent illnesses and/or emergencies this attendance incentive takes place monthly.

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.

There was a 10%+ material difference between the budgeted expenditures and estimated actual expenditures for all actions within goal 2. Action 1- There was a significant difference between the budgeted expenditures and estimated actual expenditures. The budgeted expenditures included a smaller budget to maintain a safe and clean school environment such as the cost of utilities and repairs. No salaries or materials were accounted for. The estimated actual expenditures were significantly more than what was budgeted because it included staff who help to keep the campus clean and ensure student safety while on the school grounds. Action 2- The estimated actual expenditures were significantly more than budgeted. Savant provided students with a variety of extracurricular activities including dance and music. The budgeted expenditures did not account for salaries for teachers/staff leading some of these extracurricular activities. Action 3- The budgeted expense for this action included a percentage for improved services for a counselor. When implementing this action, Savant utilized a vendor to provide counseling services as well as assigned a current staff member, with experience with counseling and discipline, to serve as discipline counselor thus resulting in increased cost. Since the action was provided by existing staff also assigned to other roles/responsibilities, the LEA used their salary divided by the estimated actual LCFF Base Grant in the preliminary budget to obtain the planned percentage of improved services. Action 4- The estimated amount of expenditures used to promote/celebrate student achievement was very close to what was budgeted. Expenditures included student awards, medals, etc. Action 5- The discrepancy between the budgeted expenditures and estimated actual expenditures was the result of additional opportunities offered through the ASES/after school program including golf, dance, basketball etc. Action 6- The estimated actual expenditures related to promoting highschool, college, trade school, and non-college career readiness is based on projected expenses that the LEA plans to incur through the end of the school for a business/career event. The event is expected to be more than initially budgeted. Action 7- Activities related to recruiting, hiring, and retaining teachers is estimated to be slightly more than the amount budgeted. Actual expenses include fees for Edjoin as well as fun, collaborative activities for staff. The amount budgeted only included staff recruitment expenses found in the preliminary budget. Action 8- The budgeted expenditure included the projected cost of food found in the preliminary budget. The estimated cost incurred through SBCUSD Nutrition Services was less than the budgeted expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We did not make all of our 3 year LCAP cycle goals for Goal 2. We do not believe this is a reflection of whether the actions were effective or ineffective but whether our metrics were measuring what we intended. We met our three year goal in relation to the SARC metric, our stakeholder surveys, student participation in extracurricular activities, and chronicAbsentee Indicator on the CA Dashboard. Security on campus has been a benefit to our staff and students. The presence of an armed security guard on campus has built a positive and transparent relationship with parents, and the security guard has been able to establish a sense of trust within the SPAB school community. Field trips off campus are well attended and give our students experiences they wouldn't otherwise have. SEL lessons have been taught monthly by our SEL Technician. Our on campus counseling program has supported 20+ students consistently through weekly meetings, check ins, and behavior support as needed. Each trimester we set a schoolwide goal in Academics, Culture, and Leadership. We met our Star growth target each trimester. We met our Culture goal each trimester as well. We did not meet our attendance goal all year. We had 167 students enroll in the after school program. We looked at our prior metrics and have not made any changes to this LCAP 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.

There will be no changes made to the planned goal, metrics, desired outcomes, or actions for the 2024-2025 school year.

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.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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<p>SPAB Partner Survey (% of partners that give an overall grade of A/B, % Agree/Strongly Agree)</p>	<p>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</p>	<p>2021-2022</p> <p>Grade of A/B 92% believe SPAB promotes active parent involvement. 95% believe SPAB staff and administration is helpful and professional. 96% believe SPAB reached out to the community for involvement in programs and activities</p>	<p>2022-2023</p> <p>Grade of A/B 95% believe SPAB promotes active parent involvement. 98% believe SPAB staff and administration is helpful and professional. 98% believe SPAB reached out to the community for involvement in programs and activities</p>	<p>April 2024</p> <p>Grade of A/B 93% believe SPAB promotes active parent involvement. 95% believe SPAB staff and administration is helpful and professional. 93% believe SPAB reached out to the community for involvement in programs and activities</p>	<p>2024</p> <p>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 programs and activities</p>
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Attendance Rate (SIS)	2021 Schoolwide 94.42% As of May 94.64%	2021-2022 Schoolwide: 92%	Schoolwide as of May 2023: 92.10%	May 2024 - 93.54	Attendance continues to be an ongoing issue for our students and families. By the end of the school year our attendance rate was 92.88%. We will continue to support our families that are struggling to get their scholars to school on a regular basis so we are able to meet 95%.
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	2021-2022 1 Parent Board Member 4 Parents on SSC 16 activities with parent and community participation	As of May 2023: 1 Parent Board Member 4 Parents on SSC 20 events /activities parent and community participation	As of May 2024 1 Parent Board Member 4 parents on SSC 13 - events 24 meetings 14 activities with parent and community participation	2024 - maintain or increase
% of parent participation in surveys (# of responses/# of families)	2019 – 100% Partner survey 92%	2021-2022: 90 % participation	2022 Fall: 96% 2022 Winter: 95% 2023 Spring: 97%	Fall 2023: 98% Winter 2023: 96% Spring 2024: 91%	Maintain or increase percentage of promotion of parent involvement SPAB actively seeks the input of parents
Individual Community Service Projects (% of students in all grades that completed a project)	2019 – 100% 2021 - NA	2021-2022: N/A	As of May 2023: 57%	May 2024: 77%	2024 maintain or increase the number of students completing individual community service projects
Grade Level Community Service Projects (% of grade levels that completed a project)	2019 – 100% 2021 – N/A	2021-2022 Schoolwide: N/A	Schoolwide as of May 2023: 97%	May 2024: 96%	2024 maintain or increase students completing grade level community projects. Students seem to become more involved when projects are assigned by their teacher.

Goal Analysis

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.

Goal 3 is all about ways to increase parent and community engagement. We implemented all actions as described. We had a consistent group of parents that volunteered for the parent committees but overall our family involvement hasn't resumed since the pandemic. Our parents attend student-led conferences, chaperone field trips, sit on our Board and School Site Council, attend award assemblies, and some after school activities. Parent Workshops held by our counselors are not well attended. The participation rate on our surveys has gone up and down over the three years. Survey results for parent involvement have also gone up and down over the three years with our strongest rated areas on parent engagement. We communicate with our educational partners in many ways trying to reach them the way they want (Facebook, Instagram, Homeschool Connect, emails, attendance letters and calls, etc). We also had great attendance at Coffee with the Principal, held once a trimester, with no agenda except for what the parents bring to the meetings. We also had 8 Parent Enrollment meetings throughout the school year. We offered more opportunities for parent involvement this year than previous years (51 opportunities compared to 20 the year before).

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.

There was a 10% material difference between the budgeted expenditures and estimated actual expenditures for all actions within goal 3. Action 1- There was a small difference between the budgeted expenditures and estimated actual expenditures. The budgeted expenditures was based on prior year spending. During the 2023-24 school, Savant held many activities and events to engage parents and community members including Coffee with the Principal, a Black History program, carnival event for kindergarten, etc. This led to an increased cost. Action 2: There was a significant difference between the budgeted expenditures and estimated actual expenditures. The budgeted expenditures only included the maintenance of a school website to communicate regularly with families. Estimated actual expenditures included other expenses such as the salary of the parent liaison which was not accounted for in the budgeted expenditures. Action 3- There was a small difference between the budgeted expenditures and estimated actual expenditures. The amount budgeted was more than the actuals as fewer parent training was offered than the previous school year. Action 4- There was a significant difference between the budgeted expenditures and estimated actual expenditures. The amount budgeted, which was based on prior year spending, was more than the estimated actual expenditures. The cost of partnering with a consultant to facilitate PD with staff on development of culture focused on continuous improvement was not significant. PD related activities associated with building a positive school culture was also captured in Goal 1, Action 2.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We did not make all of our year 3 LCAP cycle goals for year 3. We believe this is not a reflection of whether the actions were effective or ineffective but whether our metrics were measuring what we intended. Our parent committees have grown over the last three years and there were more opportunities for parent involvement across campus. We met our goal related to participation but still feel we have the same parents involved in everything. We met some new goals related to survey results but the results varied from year to year. Our attendance rate of 94.18% is still below our goal of 96% and continued to fluctuate all year. Our current School Site Council parent members continue to actively participate in the monthly meetings. Staff participation has increased.

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.

There will be no changes made to the planned goal, metrics, desired outcomes, or actions for the 2024-2025 school year.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 2024-25

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 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 on creating opportunities for students who have been historically counted out because of the color of their skin and their socioeconomic status; at Savant Prep, over 77% 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. Savant Prep operates an onsite learning program that involves parents/guardians as partners in the education of the child(ren). Teachers assess all students the first month of school and work with parents/guardians to set goals to help them meet grade-level standards. All students receive research-based instruction and, when needed, individual coaching.

Savant Prep is a small school learning environment that encourages the participation of parents/guardians through regular contact with the teacher, either through attendance at scheduled meetings with a teacher or the student-led Parent-Teacher Conference Weeks, or via progress reports, phone calls and email/other electronic communication systems. The school staff is aware of the full range of social services available in the community and directs families to existing sources of information. School community service projects encourage student responsibility and self-reliance. It is our belief that successful students must be taught a strong set of developmental assets and independent learning skills. A major tenet of Savant Prep is the belief that all students can learn when provided with conditions appropriate to their specific learning needs. In such an environment, students receive specific feedback about their learning progress and parents/guardians are kept informed of student progress at regularly scheduled parent conferences or through weekly data. This feedback helps parents/guardians and students to identify what they have learned well and to target areas where they still need more practice. Students needing assistance in a specific area will receive differentiated instruction in the classroom such as small group instruction. Learning is based on the belief that when given multiple opportunities with the use of varied instructional strategies, all students will be successful.

Savant Prep will create a learning environment that encourages students to realize that they are capable of high levels of competence, performance, and knowledge. The learning environment is designed to foster positive changes in the lives of students, parents/guardians, teachers, staff and educational partners. Our goal is to create an environment inside of our learning community in which students take responsibility for their own learning and maximize personal strengths that will enable them to be able to select from a variety of career opportunities and to be successful in the world of work.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The foundation of our success is establishing a culture of high expectations for all our scholars. Our rigorous standards-aligned materials are taught to fidelity. Across subjects, we seek to increase students' voices and foster critical thinking by emphasizing productive struggle, learning by doing, and utilizing discourse to learn new concepts. We use data drive instruction and ensure our system's adults are accountable for academic results. Individualized instruction is vital, especially for our students struggling to achieve mastery, so we utilize intercession time for small groups, targeted support, and instruction. Our teachers are highly valued professionals, and we treat them as such by promoting a culture of planning and professional development aligned to their needs and abilities.

Savant Prep teachers continue to provide formative and summative assessments, regardless of which model of learning in which we find ourselves. By accurately assessing and measuring individual student reading levels and making a comparison to their last known reading level from the previous school year, we have formed our instruction and created effective small group guided reading lessons to address learning loss. This information has been relayed to parents via messages from teachers using various platforms, our student led Parent/ Teacher Conferences, Progress Reports and Report Cards. Various other assessments have been used to gauge reading level, reading comprehension, phonological awareness, and overall math standards mastery (Common Core State Standards - CCSS). Assessment tools used this year have included: CAASPP Interim Assessments, Envision Math Diagnostic Assessments, Wonders Assessments, NWEA, informal running records and others. With baseline scores and ongoing local assessments, we measure and monitor student progress towards their individual learning goals.

CALIFORNIA DASHBOARD RESULTS FROM 2022-2023

- 61.29% of all scholars in grades 3-6 met or exceeded standards in English Language Arts on the CAASPP
- 63.44% of all scholars in grades 3-6 met or exceeded standards in Mathematics on the CAASPP

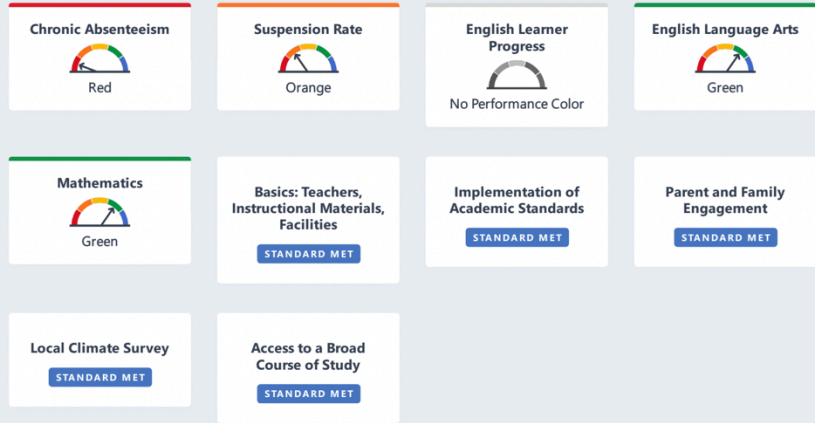
The following areas and/or subgroups achieved a "Green/High" or "Blue/Very High" status and/or any status with "points above standard" on the 2023 Dashboard:

- **English Language Arts**
- Scores for all scholars averaged 26 points above standard
- Scores for AFRICAN AMERICAN scholars average 26 points above standard
- Scores for SOCIOECONOMICALLY DISADVANTAGED scholars averaged 25.9 points above standard
- **Math**
- Scores for all scholars averaged 21.4 points above standard
- Scores for AFRICAN AMERICAN scholars averaged 19.3 points above standard
- Scores for SOCIOECONOMICALLY DISADVANTAGED scholars averaged 20.7 points above standard

One of our greatest successes has been student engagement. Although our attendance rates have dipped since the pandemic, we have started to climb back up closer to our pre-pandemic rates. The success of higher attendance rates can be attributed to a combination of our teachers providing engaging instruction and nurturing the social-emotional wellness of our students, along with the commitment our families have shown to their children's education.

Savant Preparatory Academy of Business

Explore the performance of Savant Preparatory Academy of Business under California's Accountability System.



We continue to receive feedback that the most important area that needs to be addressed is absenteeism.

The increased absenteeism during 2022-2023, is of course, not surprising. We still find that Savant is struggling to rebound following the COVID-19 lockdown. Savant returned to in person learning but many students have not come back. Therefore, Savant Prep has identified chronic absenteeism as a top concern. Our overall attendance rate as of April 2024 is 92.78%. This is the lowest it has ever been. Our chronic absenteeism rate is 36%. We have put in place several different initiatives and partnered with several different community organizations to support us in reaching our students who are not coming to school. Savant has created a Student Attendance Review Team (SART) consisting of the principal, teachers, parent liaison, and Office Manager to actively address attendance issues as well as reconnect and re-engage with our families who are missing school. The SART Team conducts meetings with parents before a student goes to a School Attendance Review Board (SARB) hearing. At the end of the year, the number of chronically absent students should decrease when reported to CALPADS.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
General Public, Students Staff, and Families	<p>Parent Meeting : October 4, 2023 November 1, 2023 January 10, 2024 February 7, 2024 March 6, 2024 LCAP Survey Distributed: Fall 2023: launched the survey every week for five weeks, each of which is aligned to the goals Spring 2024: “deeper dive” survey followed up on specific aspects of the initial survey</p> <p>Parent Meetings February 1st, 15th, March 1st, 15th – virtual parent meetings allowing parents to review current data, give feedback, and ask questions June 5th – Public Hearing at Special Board Meeting</p>
Teachers and Staff	<p>Staff Meetings: March 6, 2024 March 15, 2024 April 12, 2024 May 3, 2024</p>
Students	<p>LCAP Survey Distributed Fall 2023 and Spring 2024; students provide their input on areas of importance for the LCAP During the meeting in February, students were able to provide their perspective on a variety of topics and suggestions to strengthen such areas as academics, socio-emotional needs, attendance, and sports.</p>
Leadership Team	<p>Leadership Team Meetings: November 16, 2023 January 18, 2024 February 8, 2024</p> <p>These meetings were strategically planned to cover key items at specific intervals throughout the LCAP process beginning with feedback sessions in September on items of importance that leadership felt should be included in the LCAP. That feedback was reviewed and included with the other educational partners' engagement that was also happening within that same interval. In January, feedback was provided on areas of importance identified from the overall feedback from educational partners, and February was an update on how those areas of importance are being identified in the draft LCAP.</p>

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Savant Preparatory Academy of Business will continue previous actions and services, some influenced by educational partners, implementing a meaningful engagement process which solicited input from multiple educational partner groups. Teachers collected input and feedback from students and parents/guardians on an ongoing basis. In addition to the Parent Survey in the Spring of 2024, local surveys were administered to educational partners at two points during the school year; one in the fall of 2023 and the second in the Winter of 2023. The responses from these three surveys were analyzed to inform and develop the LCAP. The administration team participated in multiple training and discussion opportunities to increase understanding of the LCAP process as well as to inform the creation of this LCAP. The entire staff participated in an ongoing engagement process as we conducted our self-study for accreditation. Meetings for this purpose were held once a month, with additional smaller group meetings and work occurring in between. Two LCAP listening sessions were held in March and April. SPAB School Site Council (SSC) met to review and approve this LCAP. Parents/guardians, students, and staff were invited to attend School Site Council meetings and fully

participate equitably in the development and oversight process. The SSC reviewed and provided feedback on the LCAP on May 21, 2024. A public hearing will be held on June 6, 2024, and the final draft will be submitted to the SPAB Board of Directors for final approval at its regular meeting scheduled for June 18

Timeline for Meetings and Agendas for the 2023-2024 LCAP

Educational Partner Surveys: December 2023, January, February, and March 2024

Savant Prep Staff Meetings

March 6th – Interventions based on current needs.

March 13th – Student engagement and current performance

April 10th – Data review

May 8th – Rough draft of actions

May 10th – Review of NWEA assessment data

School Site Council Meetings

March 19th

April 16th

Parent Meetings

February 1st, 15th, March 1st, 15th – virtual parent meetings allowing parents to review current data, give feedback, and ask questions

May 30th – Public Hearing at Special Board Meeting

Board Meetings

May 30th – Special Board Meeting

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal # 1	Savant Preparatory Academy of Business will provide students with access to Common Core aligned curriculum and high-quality instruction that encourages rigor, student engagement, and mastery of grade level content in all subject areas.	Broad Goal

State Priorities addressed by this goal.

- State Priority 1: Basic (Conditions of Learning)
- State Priority 2: State Standards (Conditions of Learning)
- State Priority 4: Pupil Achievement (Pupil Outcomes)
- State Priority 5: Pupil Engagement (Engagement)
- State Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In addressing the need to increase academic outcomes and 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, Savant Prep embarked on a comprehensive analysis of data to prioritize the learning needs and well-being of each student. Staff’s approach to data collection utilized a multifaceted approach from collecting feedback from student, family and staff experiences through surveys and educational partner meetings, to analyzing formative feedback from classroom walkthroughs as well as assessment data. By analyzing this data, Savant Prep identified key areas for improvement and intervention, leading to the development of the goal to maximize academic growth, responsibility and achievement for each student. This goal reflects a strategic response to the collected evidence, aiming to implement practices that not only improve academic achievement but also ensure the holistic development of students in a supportive and responsive educational landscape.

Goal 1 was developed based on analysis of data points including, but not limited to: CAASPP proficiency, NWEA, and curriculum-based assessments. Savant Prep reports the following data points from 2022-2023 Dashboard are favorable. The suspension rate is low and our performance in English Language Arts and Mathematics is high. The analysis of Dashboard data indicated a need to focus on English Language Arts (ELA) and Math instruction. In 2022-23, 61% of all students in grades 3-6 met or exceeded standards on the Smarter Balanced Assessments for ELA. In the same year, 63%% of all students in grades 3-6 met or exceeded standards on the Math Smarter Balanced Assessments. This need is reinforced as the Dashboard reflects scores for those tested declined 7 points in ELA and scores declined 14.6 points for those tested in Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1.1	NWEA Assessment	<p>NWEA Spring 2023-2024 Reading assessment at 61st percentile:</p> <p>Kindergarten: 76% 1st grade: 81% 2nd grade: 59% 3rd grade: 61% 4th grade: 49% 5th grade: 48% 6th grade: 60%</p> <p>NWEA Spring 2023-2024 Math assessment at or above 61st percentile:</p> <p>Kindergarten: 79% 1st grade: 87% 2nd grade: 61% 3rd grade: 76% 4th grade: 76% 5th grade: 61% 6th grade: 69%</p>	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Schoolwide 70% proficiency in ELA	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
1.2	CAASPP ELA Summative State Assessment Data	61% meet or exceeding standards	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Schoolwide 70% proficiency in ELA	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
1.3	CAASPP Math Summative State Assessment Data	63% meeting or exceeding standards	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Schoolwide 70% proficiency in Math	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>

1.4	Report Card Data (% Met/Exceed Grade Level Standards)	Original: Schoolwide Spring 2023-2024: 61% Kindergarten: 79% 1 st grade: 81% 2 nd grade: 60% 3 rd grade: 73% 4 th grade: 71% 5 th grade: 56% 6 th grade: 62%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Schoolwide 70% in both ELA and Math	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
1.5	Chronic Absentee Rate (CA Dashboard and/or SIS)	Spring 2023-2024 27% - according to PowerSchool	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>		<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
1.6	Attendance Rate (SIS)	Schoolwide as of Spring 2023-2024: 94.54%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Schoolwide - 95%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
1.7	SST Process data (# of students in the process)	Spring 2023-2024: 17	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	No more than - 15 scholars	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>

1.8	SPAB Partner survey (% of partners that give an overall grade A/B, % Agree/Strongly Agree)	<p>Spring 2023-2024</p> <p>Grade of A/B 95% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 95%</p> <p>I believe SPAB provides a well- rounded program. 94%</p> <p>I 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%</p> <p>I believe SPAB maintains facilities in good repair.</p>	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Grade of A/B 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.	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
1.9	California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	Local indicator: performance color is green; 26 points above standard		<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. The data for this section will be completed in the next year’s LCAP, 2025-26, which will include an analysis of this LCAP.

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.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Access to Standards Based Instructional Curriculum and Materials Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Provide access to research-based standards aligned curriculum and subscriptions to meet the needs of all students. (Wonders, Envision 2.0, McGraw Hill Science, McGraw Social Studies, Never Too Young: Personal Finance)	\$195,931	Yes
Action #2	Intervention Programs Intervention Programs (specifically for Unduplicated Pupils)	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.	\$630,652	Yes
Action #3	Assessment Assessment (specifically for Unduplicated Pupils)	Students will be assessed using NWEA Assessments. Administrators and teachers will collaborate to analyze data reports. Analysis will be used to identify interventions/supports, inform instruction, and monitor growth for all our students.	\$55,616	Yes
Action #4	Professional Development (Enhance Curriculum and Instruction)	Provide professional development that enhances programs, curriculum, and teacher effectiveness. 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.	\$15,200	No
Action #5	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Provide professional development to support the implementation of integrated and designated ELD.	\$13,130	Yes
Action #6	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.	\$159,339	No
Action #7	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.	\$28,393	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
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 align financial literacy and entrepreneurship with 21st century skills.	Broad Goal

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)
 State Priority 2: State Standards (Conditions of Learning)
 State Priority 4: Pupil Achievement (Pupil Outcomes)
 State Priority 5: Pupil Engagement (Engagement)
 State Priority 7: Course Access (Conditions of Learning)

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 previous academic year, 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 gap experienced during the pandemic. While this was one of our previous goals, there is a spotlight on this goal like never before with a high need for intervention. As of March, only 51% of our students in Reading and 58% of our students in Math are performing at or above grade level. As of March, approximately 60% of our students are meeting or exceeding standards in ELA and Math on their report cards. As Savant has seen a significant increase in scholar's grades second thru sixth that are not at grade level. The combined metrics and actions will help achieve this goal by meeting the needs of all individual students by screening and monitoring regularly, providing regular intervention with small group instruction 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, both ELA and Math are an area of growth for Savant Prep as a school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Accountability Report Card (Overall Rating)	September 2023: Good	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>

2.2	Grade Level Community Service Projects (% of grade levels that completed a project)	Spring 2024: 95% participation from scholars	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
2.3	SPAB Partner Survey (% of partners that give an overall grade of A/B, % Agree/Strongly Agree)	<p>Spring 2022-2023:</p> <p>98% believe SPAB employs qualified teachers that are committed, collaborative, and caring.</p> <p>89% believe SPAB provides a well-rounded program.</p> <p>98% believe SPAB teaches character education and leadership that impacts children.</p> <p>98% believe SPAB provides a safe learning environment.</p> <p>95% believe SPAB provides programs and activities to meet students' social and emotional needs.</p> <p>98% believe SPAB maintains facilities in good repair.</p> <p>98% believe SPAB is kept clean and orderly.</p>	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
2.4	Attendance Rate (SIS)	Spring 2024: 94.13%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>		<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>

2.5	Chronic Absentee Rate (CA Dashboard and/or SIS)	Spring 2024: 27%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>		<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
2.6	Teacher Retention rate (% of teaching staff retained from one year to the next)	Spring 2024: 80%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
2.7	Student Participation rate in extracurricular activities (sports, performances, and another student leadership roles)	As of May 2024: 75%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
2.8	Student Suspension Rate (% of students with one or more suspensions)	As of May 2024 Schoolwide: .5%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
2.9	Student Expulsion	As of May 2024: N/A	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	Maintain	
2.10	California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	Performance Level: Green 21.4 points above standard	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>		

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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.

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.	\$443,624	No
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.	\$93,745	No
Action #3	Access to social and emotional supports Access to social and emotional supports (specifically for Unduplicated Pupils)	Provide all students, including unduplicated pupils, with a discipline counselor and mental health counselor to support students in various areas on and off campus through vendors at no cost.	\$21,600	Yes
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.	\$17,974	No
Action #5	After School Program	Provide extended care and learning for our students during our after-school program.	\$190,852	No
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 by aligning financial literacy and entrepreneurship into the curriculum.	\$1,500	No
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	\$12,616	No
Action #8	Access to Healthy Meals Access to Healthy Meals (specifically for Unduplicated Pupils)	Provide access to healthy meals to all students to include unduplicated students.	\$411,653	Yes

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

- State Priority 1: Basic (Conditions of Learning)
- State Priority 3: Parental Involvement (Engagement)
- State Priority 5: Pupil Achievement (Engagement)

An explanation of why the LEA has developed this goal.

Since our return to campus percent of parents that strongly agree or agree that SPAB encourages parent involvement has decreased. We have seen the decline in parent involvement since the return to campus. Many parents are unable to make a commitment to school activities due to scheduling conflicts. We find that it is the same parents volunteering for parent committees and school events. We continue to host parent meetings 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. 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.

Our attendance rate continues to be an area of improvement. We have started the monthly “Golden Ticket” attendance incentive for scholars.

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 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 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.

According to our staff survey, consistent and effective communication between administration and staff can be improved as well.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SPAB Partner Survey (% of partners that give an overall grade of A/B, % Agree/Strongly Agree)	2023-2024 Grade of A/B 90% believe SPAB promotes active parent involvement. 89% believe SPAB staff and administration is helpful and professional. 95% believe SPAB reached out to the community for involvement in programs and activities	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	[Insert target outcome here]	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
3.2	Attendance Rate (SIS)	Schoolwide as of May 2024: 93%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	[Insert target outcome here]	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>

3.3	Parent Participation data (# parent Board members, # on SSC, # events/meetings/activities with parent and community participation)	As of May 2024: 1 Parent Board Member 4 Parents on SSC 17 events /activities parent and community participation	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>	[Insert target outcome here]	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
3.4	% of parent participation in surveys (# of responses / # of families)	Fall 2023: 97% Winter 2023: 89% Spring 2024: 91%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>		<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
3.5	Individual Community Service Projects (% of students in all grades that completed a project)	As of May 2024: 85%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>		<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>
3.6	Grade Level Community Service Projects (% of grade levels that completed a project)	Schoolwide as of May 2024: Kindergarten: 98% 1 st : 90% 2 nd : 90% 3 rd : 87% 4 th : 89% 5 th : 93% 6 th : 94%	<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>	<i>This information will be provided when completing the LCAP for 2026-27, per the LCAP template.</i>		<i>This information will be provided when completing the LCAP for 2025-26, per the LCAP template</i>

Insert or delete rows, as necessary.

Goal Analysis for [LCAP Year]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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

Not applicable. The data for this section will be completed in the next year's LCAP, 2025-26, which will include an analysis of this LCAP.

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.

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.	\$56,279	No
Action #2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means.	\$35,250	No
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	No
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.	\$1,500	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$640,435	\$65,034

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
25.62%	1.83%	\$41,769.09	27.45%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1 Action 1, 2</p>	<p>Access to Standards Based Instructional Curriculum and Materials- We considered our EL, foster youth, and low-income students first, as we chose our curriculum and online tools to ensure they have the components needed to support all these students. All online subscriptions are adaptable to students' academic level, and most have built in support for those students that need it. The ELA curriculum we use has a strong English Language Development component for Integrated ELD. All curriculum has additional components for differentiating for at risk or struggling students which many of our EL and low-income students fall into.</p> <p>For intervention, we considered our EL, foster youth, and low-income students first when planning our intervention program components since many of these students are struggling and need more support. Intervention will focus on the academic growth of our struggling students and provide Designated ELD instruction to all our EL students each week. EL, foster youth, and low-income students will also be prioritized for outside tutoring, and summer school.</p>	<p>This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing comprehensive curriculum, online tools, and all the resources necessary to meet students' individual needs by filling content gaps, differentiating instruction as needed to provide students with full access to grade level standards, and meeting them where they are. This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing intervention to as many struggling students as needed, of which a large percentage are these students</p>	<p>Academic Data (Weekly assessments, NWEA, CAASPP)</p>
<p>Goal 1 Action 3</p>	<p>We considered our EL, foster youth, and low-income students first when choosing our assessment system and implementing progress monitoring with our struggling students. Since most of our students that we will be serving through intervention fall into these subgroups, the progress monitoring will be used largely with this population to show growth and effectiveness of the intervention being used.</p>	<p>This action is principally directed towards and effective in meeting the needs of our unduplicated students by continuously monitoring for gaps and subgroups that need more intervention.</p>	<p>Academic Data (Weekly assessments, NWEA, CAASPP)</p>
<p>Goal 1 Action 4</p>	<p>Professional Development- Low income students make up 77% of our student population. In order to meet the needs of our diverse population, all SPAB staff need to have opportunities to align our instruction with research based best practices and collaborate with site colleagues, as well as incorporate new learning from outside our school.</p>	<p>This action is principally directed towards and effective in meeting the needs of our unduplicated students because the topics are geared especially towards meeting the needs of these special populations.</p>	<p>Academic Data (Weekly assessments, NWEA, CAASPP)</p>
<p>Goal 1 Action 5</p>	<p>Low income students make up 77% of our student population. Our outreach has shown that many low-income families need support with connectivity, devices, and support in order to address student learning.</p>	<p>These students will benefit most from our 1:1 device, use of makerspace, and the extra support with technology.</p>	<p>Academic Data (Weekly assessments, NWEA, CAASPP)</p>

<p>Goal 2 Action 1</p>	<p>Access to a Well-Rounded Program- Our EL, foster youth, and low-income students are considered first when planning for a well-rounded program because these are the students that often come to school with limited experiences. Providing the extracurriculars and field trips give these students, and all students, opportunities to experience new things and explore their talents and strengths when many of our students would not have the ability to do so. This action is principally directed towards and effective in meeting the needs of our unduplicated students by providing those needed experiences to develop vocabulary and background knowledge, along with identifying their strengths in areas they may not experience outside of school.</p>	<p>77% of our total student body fall in our unduplicated count. We try to give our students as many experiences as possible .</p>	<p>Student participation in extracurricular and student surveys</p>
<p>Goal 2 Action 5</p>	<p>Our students come from low income families, foster youth, and EL face limited access to high quality after school programming that can provide academic support and enrichment as well as learning experiences in the arts and music.</p> <p>Within educational partner feedback, particularly parents and families, a stated desire is for SPAB to provide opportunities for a safe and structured learning environment for students after school.</p>	<p>ASES youth leaders will utilize the supplies and equipment provided to design and implement high quality learning experiences for students within the realm of arts, physical fitness, team sports dance, and academic enrichment. Site staff will also be trained, coached, and assisted throughout the course of programming.</p>	<p>Attendance and participation at extended learning times, student and family surveys</p>

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 2	F/RP student population support 37% of our F/RP student population is not meeting standards in ELA and math on NWEA and CAASPP. This subgroup is a 15% nearly met/meeting standard grade level in math and 28% nearly met or meeting grade level standards in ELA on NWEA	Students identified as F/RP will receive pull out support to work on ELA and math standards and support them in their academics.	Academic Data (Weekly assessments, NWEA, CAASPP)

Insert or delete rows, as necessary.

For any limited 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, as applicable.

No limited action contributed to meeting the increased or improved services requirement through the calculation of a proportional percentage.

Additional Concentration Grant Funding

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.

Savant Prep had a high risk population in the 2023/24 school year with 77% of our student population falling into the unduplicated counts for low income, EL, and foster youth. To increase services means to grow services in quantity and to improve services means to provide these students with services that are beyond what is being provided for other students. The total LCFF funds that are contributing to increased or improved services is \$642,579. In addition to the schoolwide actions described in Prompt 1, we will provide the following actions on a "limited" basis to meet the required percentage to increase/improve services. As previously discussed, low-income students face significant challenges in regular attendance due to transportation issues. Even more challenges exist for our foster and homeless students. To address the very specific needs of low-income students including foster and homeless, bus passes will be provided by the school for those that have a need. Another action aligned with this is ELD instruction through our intervention teacher, prioritizing EL, foster youth, and low income students in our intervention programs, priority access to social and emotional supports, and providing a free after school program to all that need it. This unduplicated group of students has high academic needs according to our needs assessments and these additional services should allow us to address these specific needs. This coming year our professional development will focus on MTSS and interventions. This will help meet the needs of all at-risk students. Our meal program, though not included in the LCAP, provides free breakfast, lunch, and snack to all students. We are a CEP school based on our need so we are able to feed all students for free which especially helps our low income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:25
Staff-to-student ratio of certificated staff providing direct services to students		1:10

California Department of Education
November 2023

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$ 2,500,174	\$ 640,435	25.616%	1.830%	27.446%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,015,969	\$ 348,504	\$ -	\$ 23,380	\$ 2,387,853.09	\$ 980,461	\$ 1,407,392

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel
1	1	Access to Standards Based Instructional Curriculum and Materials	All	No	LEA-wide	N/A	All	On-Going	\$ -
1	1 (Continued)	Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	\$ -
1	2	Intervention Programs	All	No	LEA-wide	N/A	All	On-Going	\$ 136,185
1	2 (Continued)	Intervention Programs (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	\$ 425,218
1	3	Assessment	All	No	LEA-wide	N/A	All	On-Going	\$ 13,149
1	3 (Continued)	Assessment (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	\$ 9,108
1	4	Professional Development (Enhance Curriculum and Instruction)	All	No	LEA-wide	N/A	All	On-Going	\$ -
1	5	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	English Learners	Yes	Limited	English Learners	All	On-Going	\$ -
1	6	Access to Technology	All	No	LEA-wide	N/A	All	On-Going	\$ -
1	7	Director of Curriculum and Instruction	All	No	LEA-wide	N/A	All	On-Going	\$ -
2	1	Access to a clean, safe, and well- maintained facility	All	No	LEA-wide	N/A	All	On-Going	\$ 172,073
2	2	Access to a well-rounded program	All	No	LEA-wide	N/A	All	On-Going	\$ 84,945
2	3	Access to social and emotional supports	All	No	LEA-wide	N/A	All	On-Going	\$ -
2	3 (Continued)	Access to social and emotional supports (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	\$ -

Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
\$ 146,301	\$ 146,301	\$ -	\$ -	\$ -	\$ 146,301	0.000%
\$ 49,630	\$ 49,630	\$ -	\$ -	\$ -	\$ 49,630	0.000%
\$ 21,468	\$ -	\$ 157,652	\$ -	\$ -	\$ 157,652	0.000%
\$ 47,783	\$ 473,000	\$ -	\$ -	\$ -	\$ 473,000	0.000%
\$ 4,092	\$ 13,149	\$ -	\$ -	\$ 4,092	\$ 17,241	0.000%
\$ 29,267	\$ 38,375	\$ -	\$ -	\$ -	\$ 38,375	0.000%
\$ 15,200	\$ 5,912	\$ -	\$ -	\$ 9,288	\$ 15,200	0.000%
\$ 13,130	\$ 13,130	\$ -	\$ -	\$ -	\$ 13,130	0.000%
\$ 159,339	\$ 159,339	\$ -	\$ -	\$ -	\$ 159,339	0.000%
\$ 28,393	\$ 28,393	\$ -	\$ -	\$ -	\$ 28,393	0.000%
\$ 271,551	\$ 443,624	\$ -	\$ -	\$ -	\$ 443,624	0.000%
\$ 8,800	\$ 93,745	\$ -	\$ -	\$ -	\$ 93,745	0.000%
\$ 6,696	\$ 6,696	\$ -	\$ -	\$ -	\$ 6,696	0.000%
\$ 14,904	\$ 14,904	\$ -	\$ -	\$ -	\$ 14,904	1.700%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,276,407	\$ 232,086	\$ -	\$ 34,899	1,543,392	\$ 675,636	\$ 867,756

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	\$ 47,094	\$ -	\$ -	\$ -	\$ 47,094
1	1 (continued)	Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Unduplicated Pupils	\$ 72,906	\$ -	\$ -	\$ -	\$ 72,906
1	2	Intervention Programs	All Students	\$ 227,152	\$ 67,086	\$ -	\$ -	\$ 294,237
1	2 (continued)	Intervention Programs (specifically for Unduplicated Pupils)	Unduplicated Pupils	\$ 345,619	\$ -	\$ -	\$ 6,075	\$ 351,694
1	3	Assessment	All Students	\$ -	\$ -	\$ -	\$ 8,000	\$ 8,000
1	4	Professional Development (Enhance Curriculum and Instruction)	All Students	\$ 25,811	\$ -	\$ -	\$ 9,845	\$ 35,656
1	4 (continued)	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Unduplicated Pupils	\$ 23,484	\$ -	\$ -	\$ -	\$ 23,484
1	5	Access to Technology	All Students	\$ 69,000	\$ -	\$ -	\$ -	\$ 69,000
1	6	Director of Curriculum and Instruction	All Students	\$ 10,000	\$ -	\$ -	\$ 7,478	\$ 17,478
2	1	Access to a clean, safe, and well-maintained facility	All Students	\$ 97,642	\$ -	\$ -	\$ -	\$ 97,642
2	2	Access to a well-rounded program	All Students	\$ 14,000	\$ -	\$ -	\$ -	\$ 14,000
2	3	Access to social and emotional supports	Unduplicated Pupils	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Celebrations and Awards	All Students	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,000
2	5	After School Program	All Students	\$ -	\$ 165,000	\$ -	\$ -	\$ 165,000
2	6	High School, College, Trade School, and Non-college Career Readiness	All Students	\$ -	\$ -	\$ -	\$ 500	\$ 500
2	7	Recruit, Hire, and Retain Teachers, Substitutes, and Support Staff	All Students	\$ 1,950	\$ -	\$ -	\$ -	\$ 1,950
2	8	Access to Health Meals	All Students	\$ 121,680	\$ -	\$ -	\$ -	\$ 121,680

2023-24 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)	LCFF Carryover — Percentage (Percentage from Prior Year)	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
\$ 2,600,882	\$ 614,615	23.63%	3.03%	26.66%	\$ 642,579	3.22%	27.93%	Total:	\$ 642,579
								LEA-wide Total:	\$ 12,200
								Limited Total:	\$ 630,379
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1 (continued)	Access to Standards Based Instructional C	Yes	Limited	All	All	\$ 72,906	0.00%
1	2 (continued)	Intervention Programs (specifically for Unc	Yes	Limited	All	All	\$ 345,619	0.00%
1	4 (continued)	Professional Development (Enhance ELD	Yes	Limited	All	All	\$ 23,484	0.00%
2	3	Access to social and emotional supports	Yes	Lea-Wide	All	All	\$ -	3.22%
2	8 (continued)	Access to Health Meals (Specifically for U	Yes	Limited	All	All	\$ 188,370	0.00%
3	4	School Wide Professional Development C	Yes	LEA-wide	All	All	\$ 12,200	0.00%

2023-24 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)
\$ 622,315	\$ 642,579	\$ 626,915	\$ 15,664	3.22%	1.00%	-2.22%

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 (continued)	Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Yes	\$ 72,906	\$ 37,581.58	0.00%	0.00%
1	2 (continued)	Intervention Programs (specifically for Unduplicated Pupils)	Yes	\$ 345,619	\$ 550,799.31	0.00%	0.00%
1	4 (continued)	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Yes	\$ 23,484	\$ 23,224.16	0.00%	0.00%
2	3	Access to social and emotional supports	Yes	\$ -	\$ 15,310.02	3.22%	1.00%
2	8	Access to Health Meals	No	\$ -	\$ -	0.00%	0.00%
2	8 (continued)	Access to Health Meals (Specifically for Unduplicated Pupils)	Yes	\$ 188,370	\$ -	0.00%	0.00%
3	4	School Wide Professional Development	Yes	\$ 12,200	\$ -	0.00%	0.00%
				\$ -	\$ -	0.00%	0.00%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target 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
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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).
 - **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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **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.
- **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.
 - 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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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%).
 - 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - 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)**
 - 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**
 - 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)**
 - 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**
 - 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)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - 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)**
 - 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 plus Carryover %)**

- 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)**
 - 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)**
 - 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)**
 - 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).