LCFF Budget Overview for Parents

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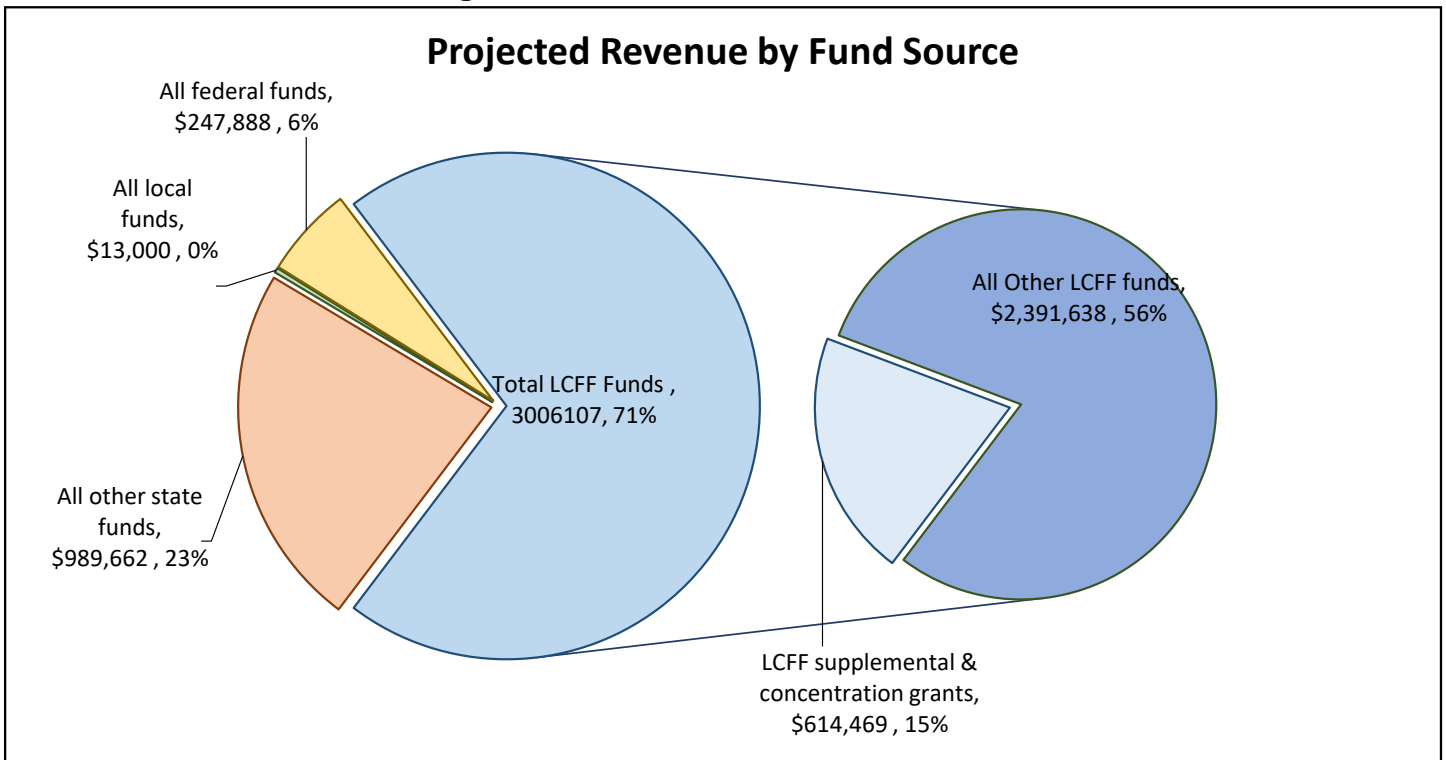
CDS Code: 36 67876 0137935

School Year: 2025-26

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

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $247,888 , 6%

All local funds, $13,000 , 0%

All other state funds, $989,662 , 23%

Total LCFF Funds , 3006107, 71%

All Other LCFF funds, $2,391,638 , 56%

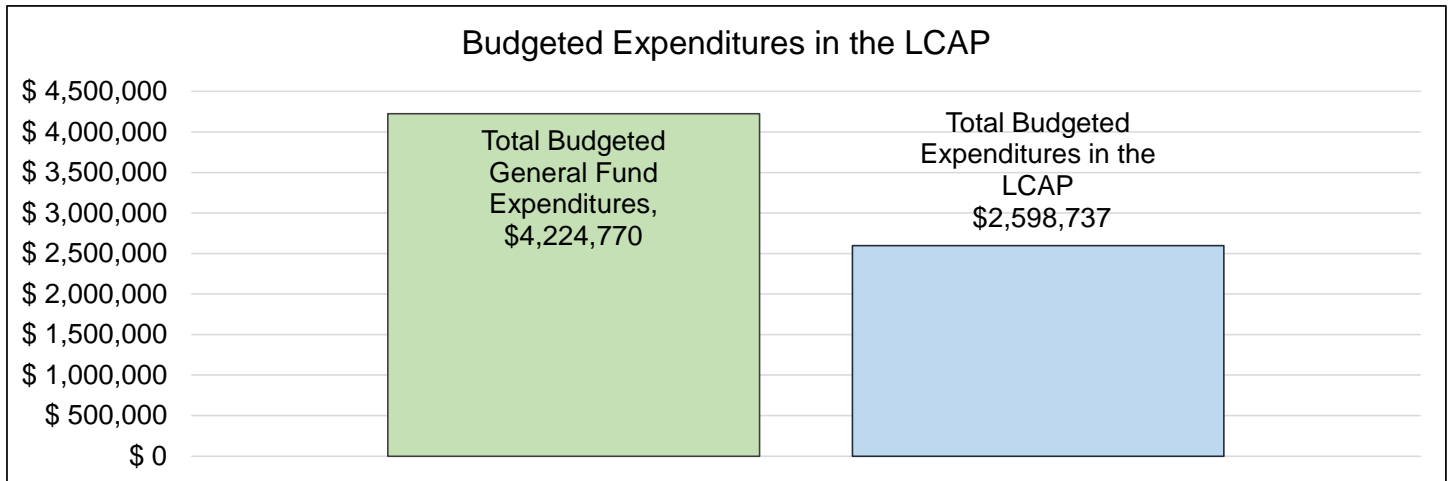LCFF supplemental & concentration grants, $614,469 , 15%

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 $4,256,657.71, of which $3,006,107.00 is Local Control Funding Formula (LCFF), $989,662.33 is other state funds, $13,000.00 is local funds, and $247,888.38 is federal funds. Of the $3,006,107.00 in LCFF Funds, $614,469.00 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

Budgeted Expenditures in the LCAP

$ 4,500,000	
$ 4,000,000	Total Budgeted
$ 3,500,000	Expenditures in the
$ 3,000,000	LCAP
$ 2,500,000	$2,598,737

Total Budgeted General Fund Expenditures, $4,224,770

Total Budgeted Expenditures in the LCAP $2,598,737

This chart provides a quick summary of how much Savant Preparatory Academy of Business plans to spend for 2025-26. 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 $4,224,770.42 for the 2025-26 school year. Of that amount, $2,598,737.34 is tied to actions/services in the LCAP and $1,626,033.08 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
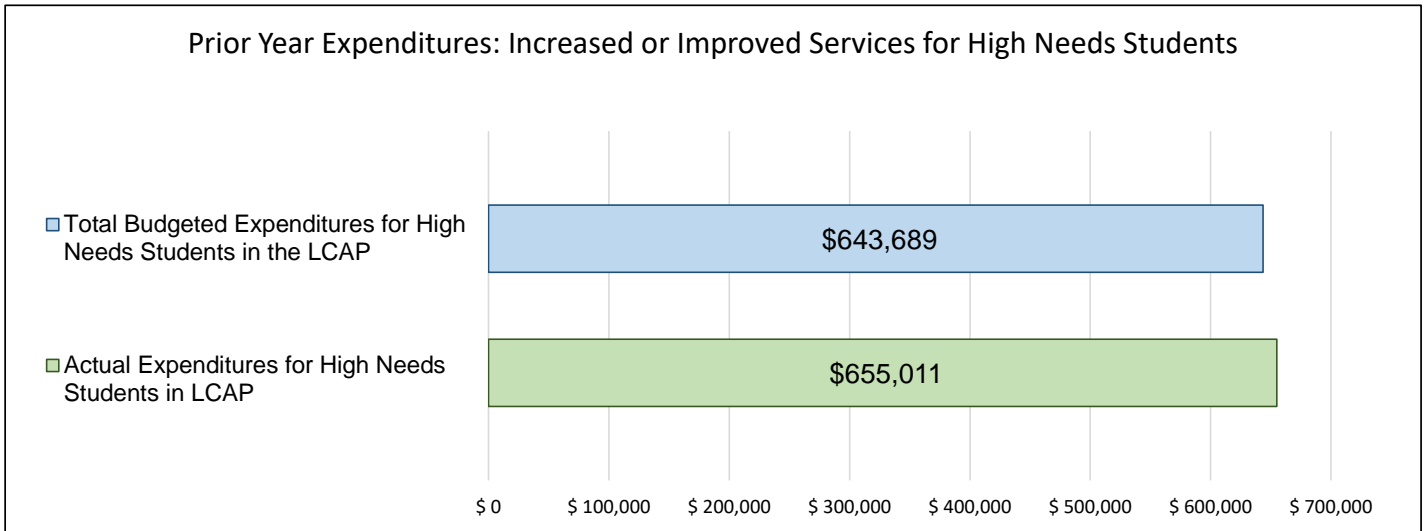
General fund budgeted expenditures that are not in the LCAP include the total cost of books and other reference materials, office supplies, cost of uniforms, total cost of noncapitalized equipment, dues and membership, other insurance, equipment lease, total professional/consulting services and operating expenditures, accounting, business services, and bank charge fees, legal fees, total contract labor costs, total printing and copying fees, and total cost to employee and provide health/benefits to all certified and classified salaries.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Savant Preparatory Academy of Business is projecting it will receive $614,469.00 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 $663,016.00 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 2024-25

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

Total Budgeted Expenditures for High Needs Students in the LCAP: **$643,689**

Actual Expenditures for High Needs Students in LCAP: **$655,011**

(Chart axis: $0, $100,000, $200,000, $300,000, $400,000, $500,000, $600,000, $700,000)

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 2024-25, Savant Preparatory Academy of Business's LCAP budgeted $643,689.00 for planned actions to increase or improve services for high needs students. Savant Preparatory Academy of Business actually spent $655,011.00 for actions to increase or improve services for high needs students in 2024-25.

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 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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's vision is 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, 72.4% 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 during 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, via progress reports, phone calls, and email or 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 classroo,m 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.

Part of Savant Prep's mission and vision is to provide students with academic excellence. Our curriculum is all standards-aligned material taught to fidelity across subjects. Our teachers are highly valued professionals who are prepped to plan for individualized instruction in the classroom. We use data to drive instruction on a weekly basis and to guide small-group interventions. Savant Prep teachers use formative and informal assessments to measure student's levels. Educators are in constant contact with parents/guardians via various platforms. This school year, we have used CAASPP Interim Assessments, Envision Math Diagnostics, Wonders assessments, NWEA, and informal running records. Through these different assessments, we have measured and monitored student progress toward their individual learning goals.

California Dashboard Results from 2023-2024
- 58.09% of all scholars in grades 3-6 met or exceeded standards in English Language Arts on the CAASPP
- 60% 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" status or "blue/very high status with "points above standard" on the 2024 Dashboard:
English Language Arts
-Scores for all students averaged 34 points above standard
-Scores for African American students increased by 6.2 points
-Scores for Socioeconomically Disadvantage was 19 points above standard

Mathematics
-Scores for all students averaged 20 points above standard
-Scores for African American students averaged 17.9 points above standard
-Scores for Socioeconomically Disadvantage was 13 points above standard

Learning Recovery and Emergency Block Grant
LREBG funded actions may be found in Goal 1, Action 2, Goal 1, Action 7 and Goal 2, Action 3

Goal 1, Action 2 addresses our intervention program. According to our needs assessment, we will continue with the academic intervention program in the area of English language arts. There will be two instructional aides who will assess student growth throughout the school year. This action aligns with allowable uses of funds in the areas of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. The assessment showed that students need to receive intentional phonological instruction to aid in the areas of reading. Likewise, as a school, we will shift our behavioral focus to the social and emotional well-being of the whole child. Results show that we will still contract a social-emotional specialist to use Second Step in intense group and/or

individual sessions. They will focus on ensuring the child will grow and develop into well-rounded individuals by equipping them with skills on a daily basis.

Goal 1, Action 7 will allow the Director of Curriculum and Instruction to oversee classrooms by gathering data on instruction, lesson plans, and weekly assessments. This will be continued support throughout the school year that will give educators and classified staff feedback for all SPAB programs. Another responsibility will be to oversee the intervention programs for at-risk students. This action aligns with allowable uses of funds in the areas of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.The idea is to minimize the number of students who will be referred for a formal SST process. She will work with teachers and intervention staff to identify those students as early as possible.

Goal 2, Action 3 directly addresses the need to motivate students to engage more consistently in their education and provide accessible counseling and crisis intervention to support students in building resilience, developing coping strategies, and managing the emotional toll of their circumstances. This action aligns with allowable uses of funds in the areas of college and career counseling and mental health support services. One of our most significant challenges is our attendance rates. We have slowly seen an increase in attendance, although it is still high. In 2023, our chronic absenteeism was at 32.3% while decreasing to 26.3% in 2024. We have implemented internal incentives for all scholars to want to be present at school. High student engagement via teacher instruction, a nurturing social-emotional wellness program, and commitment to our families have helped with the decline in our attendance rates.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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	Parent meetings, Coffee with the Principal, and various workshops are hosted virtually and on campus to provide parents and the community with updates and provide a space to receive feedback and answer questions. The public are also invited to School Site Council meetings and our board meetings as a way to engage in the development of the LEA.
Leadership team, teachers, and staff	Leadership team meetings are 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. Staff meetings are hosted to provide staff and teachers with space to collaborate, receive pertinent information, plan for instruction, and provide leadership with ideas and feedback.
Students	LCAP survey distributed in the spring allows space for students to provide their input on areas of importance for the LCAP. Students are able to provide their perspective on a variety of topics and suggestions to strengthen areas such as academic, socio-emotional needs, attendance, and sports.

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, parents have the opportunity to express their feedback at parent, school site council, and board meetings. The feedback from such platforms are 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 developed our goals. Meetings for this purpose were held once a month, with additional smaller group meetings and work occurring in between. 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, followed by a public hearing, and the final draft will be submitted to the SPAB Board of Directors for final approval at its final board meeting for the school year.

Goals and Actions

Goal #1

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 that the following data points from the 2024 Dashboard are above standard in both areas, English Language Arts and mathematics. 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 2023-24, 58.09% of all students in grades 3-6 met or exceeded standards on the Smarter Balanced Assessments for ELA. In the same year, 60% of all students in grades 3-6 met or exceeded standards on the Math Smarter Balanced Assessments. While the Dashboard reflects scores for those tested increased 8.1 points in ELA and scores maintained -1 points in mathematics, the need to increase in both areas remains imperative.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA Assessment	<u>Original Data</u> **NWEA Spring 2023-2024 Reading assessment at 61st percentile:** Kindergarten: 76% 1st grade: 81% 2nd grade:59% 3rd grade: 61% 4th grade: 49% 5th grade: 48% 6th grade: 60% **NWEA Spring 2023-2024 Math assessment at or above 61st percentile:** Kindergarten: 79% 1st grade: 87% 2nd grade: 61% 3rd grade: 76% 4th grade: 76% 5th grade: 61% 6th grade: 69% Updated **NWEA Spring 2023-2024 Reading assessment at 52nd percentile:** Kindergarten: 31% 1st grade: 47% 2nd grade:59% 3rd grade: 47% 4th grade: 36% 5th grade: 29% 6th grade: 50% **NWEA Spring 2023-2024 Math assessment at or above 68th percentile:** Kindergarten: 49% 1st grade: 53% 2nd grade: 70% 3rd grade: 76% 4th grade: 68% 5th grade: 46% 6th grade: 67%	NWEA Spring 2024-2025 **Reading assessment at 53rd percentile:** Kindergarten: 34% 1st grade: 70% 2nd grade: 45% 3rd grade: 52% 4th grade: 48% 5th grade: 32% 6th grade: 28% **NWEA Spring 2024-2025 Math assessment at or above the 69th percentile** Kindergarten: 51% 1st grade: 71% 2nd grade: 47% 3rd grade: 54% 4th grade: 57% 5th grade: 36% 6th grade: 72%	This information will be available spring of the 2026-2027 school year	Schoolwide 70% proficiency in ELA and mathematics	Current Difference NWEA Spring 2024-2025 **Reading percentile (+1)** Kindergarten: +3% 1st grade: +23% 2nd grade: -14% 3rd grade: +5% 4th grade: +12% 5th grade: +3% 6th grade: -22% **NWEA Spring 2024-2025 Math percentile (+1)** Kindergarten: +2% 1st grade: +18% 2nd grade: -23% 3rd grade: -22% 4th grade: -11%% 5th grade: -10% 6th grade: +5%

1.2	CAASPP ELA Summative State Assessment Data	Original 61% meet or exceeding standards Updated: 58.09% meet or exceeded the standard	This information will be available at the end of the 2025-2026 school year once data is released	This information will be available at the end of the 2026-2027 school year once data is released	Schoolwide 70% proficiency in ELA	This information will be available at the end of the 2025-2026 school year once data is released
1.3	CAASPP Math Summative State Assessment Data	Original 63% meeting or exceeding standards Updated: 60% met or exceed standard	This information will be available at the end of the 2025-2026 school year once data is released	This information will be available at the end of the 2026-2027 school year once data is released	Schoolwide 70% proficiency in Math	This information will be available at the end of the 2025-2026 school year once data is released
1.4	Report Card Data (% Met/Exceed Grade Level Standards) LREGB	**Original Data: Schoolwide** **Spring 2023-2024: 61%** Kindergarten: 79% 1st grade: 81% 2nd grade: 60% 3rd grade: 73% 4th grade: 71% 5th grade: 56% 6th grade: 62% **Updated Data: Schoolwide** **Spring 2023-2024: 64%** Kindergarten: 36% 1st grade: 67% 2nd grade: 64% 3rd grade: 83% 4th grade: 54% 5th grade: 72% 6th grade: 72%	This information will be available at the end of the 2024-2025 school year once data is released	This information will be available at the end of the 2025-2026 school year once data is released	Schoolwide 70% in both ELA and Math	This information will be available at the end of the 2025-2026 school year once data is released

1.5	Chronic Absentee Rate (CA Dashboard and/or SIS	**Spring 2023-2024** 27% - according to PowerSchool	**Spring 2024-2025** 18.13% - according to PowerSchool	This information will be available at the end of the 2026-2027 school year	Schoolwide - 10%	Chronic absenteeism rates decreased by 8.7%
1.6	Attendance Rate (SIS)	**Schoolwide as of Spring 2023-2024:** 94.54%	**Schoolwide as of Spring 2024-2025:** 95%	This information will be available at the end of the 2026-2027 school year	Schoolwide - 95%	Attendance rates have remained constant
1.7	SST Process data (# of students in the process) LREGB	**Spring 2023-2024:** 17	Spring 2024-2025 Teacher MTSS: 18 SIPPS MTSS: 5 Total- 23	This information will be available at the end of the 2026-2027 school year	No more than - 15 scholars	5 more students

1.8	SPAB Partner survey (% of partners that give an overall grade A/B, % Agree/Strongly Agree)	**Spring 2023-2024** Grade of A/B 95% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 95% I believe SPAB provides a well- rounded program. 94% 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% I believe SPAB maintains facilities in good repair. Updated 1. 100% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 100% believe Savant Prep has adequate instructional supplies to support student learning. 3. 100% partners believe SPAB are preparing scholars for future college or career paths. 4. 62.5% believe that SPAB is effectively addressing attendance and absenteeism issues.	**Spring 2024-2025** 1. 92.3% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 100% believe Savant Prep has adequate instructional supplies to support student learning. 3. 92.3% partners believe SPAB are preparing scholars for future college or career paths. 4. 76.9% believe that SPAB is effectively addressing attendance and absenteeism issues. 5. 96.2% believe scholars are safe at school. 6. 100% believe that Savant is clean, safe, and in good repair 7. 84.6% believe that Common Core State Standards are being implemented at Savant Prep. 8. 96.2% believe Savant Prep promotes a positive school environment	This information will be available at the end of the 2026-2027 school year	Original Grade of A/B Maintain or increase percentage of parents that 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. Updated Maintain % of Agree or strongly agree above 1. Savant Prep is providing a high-quality education. 2. Savant Prep has adequate instructional supplies to support student learning. 3. Savant Prep is preparing scholars for future college or career paths. 4. Savant prep is addressing attendance and absenteeism issues. 5. Scholars are safe at school. 6. Savant is clean, safe, and in good repair. 7. Common Core State Standards are being implemented. 8. Savant Prep promotes a positive school environment.	1. -7.7% 2. No change 3. -7.7% 4. +14.4% 5. +4.5% 6. No change 7. -7.1% 8. +.4%

		5. 91.7% believe scholars are safe at school. 6. 100% believe that Savant is clean, safe, and in good repair 7. 91.7% believe that Common Core State Standards are being implemented at Savant Prep. 8. 95.8% believe Savant Prep promotes a positive school environment				
1.9	California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	**Local indicator:** ELA- performance color is green; 26 points above standard Math- performance color is green; 21.4 points above standard	California Dashboard ELA- Green; 34.2 points above standard Math- Green; 20.4 points above standard	This information will be available at the end of the 2026-2027 school year	Maintain green status in both areas	ELA: +8.1 points Math: -1 points

Goal Analysis for 2024-25

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.

Savant's Prep goal is to best prepare all students to reach mastery in all academic areas. Students have access to instructional materials that assess the Common Core State Standards. There will be no change, and we will continue to use the curriculum that we have adopted. The implementation of small group instruction is evident at all independent levels in each classroom. We are a data-driven school that ensures all students are receiving the necessary instruction. We have made it a goal to have instructional aides in the classroom to assist the teacher during intervention time. Teachers use NWEA and weekly assessment scores to develop small-group instruction. Students who need additional support will participate in an evidence-based intervention program such as SIPPS. Additionally, students who are at grade level will also be provided with rigorous small-group instruction within this allotted time to have enrichment at their academic level. This school year, we have provided our teachers with professional development in the areas of reading and mathematics. We believe this has been a significant change that has influenced classroom instruction for the better. Savant Prep's Director of Curriculum and Instruction has continued to fulfill the role of assisting teachers in and out of the classroom. She has had a dual role of administrator and teacher; this was her first year out of the classroom, which has made a huge difference in her assigned duties.

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 actions 1, 4, and 6 within goal 1. Action 1- The estimated budgeted expenditures related to the purchase of curriculum and materials was determined using the adopted budget and prior year financials. Budgeted expenditures included projections for expenses listed under approved textbook and core curriculum materials. The estimated budgeted expenditures were overprojected as a result of inappropriate spending by a staff member no longer employed at the school during the prior year causing a false representation of spending. Action 4- The discrepancy between the budgeted expenditures and estimated actual expenditures was the result of additional PD and PD related travel to ensure effective teaching strategies were implemented to support all students, especially unduplicated pupils. Action 6- The budgeted expenditures were far less than the estimated actual expenditures. The estimated budgeted expenditures were overprojected. A significant number of Chromebooks and other technology were purchased during the prior year and so additional purchases were not required.

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

Action 2 focuses on intervention programs being implemented at Savant Prep. It has been very effective to continue with school-wide intervention inside and outside the classrooms. All students are receiving individualized instruction at their independent levels, not grade levels. Both teachers and aides utilized weekly assessment data to develop intentional plans for each student. The continued help of classroom aides in each classroom continues to be a huge measure in making progress towards the goal along with the continued usage of NWEA assessments (action 3). All classroom staff is able to collaborate to analyze data reports.

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.

A major implementation this year that served as a positive change was having intentional professional development in the areas most needed. As a staff, we identified what was needed at particular grade levels. Upper-grade teachers focused on receiving training to provide rigorous instruction in the area of English Language Arts, more specifically reading. Teachers received a series of different trainings and followed recommendations in the classrooms. In the primary grades, teachers received training in the area of mathematics. Educators were trained in using hands-on activities to increase mathematical skills to aid in whole-class instruction.

Action 3 has been revised to include LREBG funding for SY 2025-26.

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)	$109,356	Yes
Action # 2	Intervention Programs Intervention Programs (specifically for Unduplicated Pupils)	LREBG Action 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. LREBG Funds supporting this action: $67,197.60 for SY 2025-26.	$947,099	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.	$68,787	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.	$20,000	No
Action # 5	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Provide professional development to support the implementation of integrated and designated ELD.	$12,332	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.	$116,109	No
Action # 7	Director of Curriculum and Instruction	LREBG Action The Director of Curriculum and Instruction 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. LREBG Funds supporting this action: $15,000 for SY 2025-26.	$27,321	No

Goal #2

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	Original School Accountability Report Card (Overall Rating) Update SARC- School Facility Good Repair Status (Overall Rating)	**September 2023**: Good	Spring 2024-2025 Good	This information will be available at the end of the 2025-2026 school year	Maintain	Overall rating has remained the same
2.2	Original Grade Level Community Service Projects (% of grade levels that completed a project) Update Extracurricular Activities Participation Rate Overall (Music, art, sports, cheerleading, Black History bee)	original **Spring 2024:** 95% participation from scholars	Update Extracurricular activities participation rate Overall- 35% Music- 18/204 Art- 16/204 Sports- 15/204 Cheerleading- 11/204 Black History Bee- 12/204	This information will be available at the end of the 2025-2026 school year	Maintain	Overall rating has decreased due to the metric changing from last school year to this school year. 60% difference

2.3	SPAB Partner Survey (% of partners that give an overall grade of A/B, % Agree/Strongly Agree)	**Spring 2023-2024**	**Spring 2024-2025**	This information will be available at the end of the 2026-2027 school year	Original	
		Grade of A/B 95% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 95% I believe SPAB provides a well- rounded program. 94% 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% I believe SPAB maintains facilities in good repair. Updated 1. 100% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 100% believe Savant Prep has adequate instructional supplies to support student learning. 3. 100% partners believe SPAB are preparing scholars for future college or career paths.	1. 92.3% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 100% believe Savant Prep has adequate instructional supplies to support student learning. 3. 92.3% partners believe SPAB are preparing scholars for future college or career paths. 4. 76.9% believe that SPAB is effectively addressing attendance and absenteeism issues. 5. 96.2% believe scholars are safe at school. 6. 100% believe that Savant is clean, safe, and in good repair 7. 84.6% believe that Common Core State Standards are being implemented at Savant Prep. 8. 96.2% believe Savant Prep promotes a positive school environment		Grade of A/B Maintain or increase percentage of parents that 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. Updated Maintain % of Agree or strongly agree above 1. Savant Prep is providing a high-quality education. 2. Savant Prep has adequate instructional supplies to support student learning. 3. Savant Prep is preparing scholars for future college or career paths.	1. -7.7% 2. No change 3. -7.7% 4. +14.4% 5. +4.5% 6. No change 7. -7.1% 8. +.4%

		4. 62.5% believe that SPAB is effectively addressing attendance and absenteeism issues. 5. 91.7% believe scholars are safe at school. 6. 100% believe that Savant is clean, safe, and in good repair 7. 91.7% believe that Common Core State Standards are being implemented at Savant Prep. 8. 95.8% believe Savant Prep promotes a positive school environment			4. Savant prep is addressing attendance and absenteeism issues. 5. Scholars are safe at school. 6. Savant is clean, safe, and in good repair. 7. Common Core State Standards are being implemented 8. Savant Prep promotes a positive school environment.	
2.4	Attendance Rate (SIS)	**Schoolwide as of Spring 2023-2024:** 94.54%	**Schoolwide as of Spring 2024-2025:** 95%	This information will be available at the end of the 2026-2027 school year	Schoolwide - 95%	Attendance rates have remained constant
2.5	Chronic Absentee Rate (CA Dashboard and/or SIS	**Spring 2023-2024** 27% - according to PowerSchool	**Spring 2024-2025** 18.13% - according to PowerSchool	This information will be available at the end of the 2026-2027 school year	Schoolwide - 10%	Chronic absenteeism rates decreased by 8.7%
2.6	Teacher Retention rate (% of teaching staff retained from one year to the next)	**Spring 2024**: 80%	**Spring 2025:** 10/11 91%	This information will be available at the end of the 2026-2027 school year	Maintain	Teacher retention increased for the school year of 2025-2026
2.7	Student Participation rate in extracurricular activities (sports, performances, and another student leadership roles)	**As of May 2024:** 75%	**As of May 2025:** 60%	[Insert outcome here]	Maintain	Decreased by 5%

2.8	Student Suspension Rate (% of students with one or more suspensions)	**As of May 2024** Schoolwide: .5%	As of May 2025: Schoolwide: 25/204 12%	This information will be available at the end of the 2026-2027 school year	Maintain	Suspension rate increased by 11.5%
2.9	Student Expulsion	**As of May 2024:** N/A	**As of May 2025:** N/A	This information will be available at the end of the 2026-2027 school year	Maintain	Expulsion rates remained the same
2.10	California School Dashboard (Colored Performance Level and Making Progress Towards English Language Proficiency)	**Local indicator:** ELA- performance color is green; 26 points above standard Math- performance color is green; 21.4 points above standard	California Dashboard ELA- Green; 34.2 points above standard Math- Green; 20.4 points above standard	This information will be available at the end of the 2026-2027 school year	Maintain green status in both areas	ELA: +8.1 points Math: -1 points
2.11	SST Process data (# of students in the process)	**Spring 2023-2024:** 17	Spring 2024-2025 Teacher MTSS: 18 SIPPS MTSS: 5 Total- 23	This information will be available at the end of the 2026-2027 school year	No more than - 15 scholars	5 more students

Goal Analysis for 2024-25

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.

Creating a safe learning environment is one of the most important priorities at Savant Prep. Students are provided with a safe and stable environment in which their academic, social, and emotional needs are met. We are located on a district campus that includes a custodial team that addresses the facility as needed. This has allowed us to continue to have a good rating on our Facility Repair Status under our SARC. In addition, we have also revamped our social-emotional supports at school. Our socio-emotional specialist uses the Second Step curriculum to support students in different areas. The continued celebrations and awards have allowed our scholars to strive for academic success. We have been able to continue funding for the after-school program. Families who are in need are able to take advantage of this opportunity, and students, in return, continue to receive help academically. Lastly, we have a great teacher and staff retention rate. All staff understand Savant's values, goals, and expectations. Students are well-versed with the staff on campus, and there is great rapport with everyone.

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 actions 1, 3, 5, and 8 within goal 2. Action 1- There was a significant difference between the budgeted expenditures and estimated actual expenditures. The budgeted expenditures included a large budget to maintain a safe and clean school environment such as the cost of utilities and repairs as well as salaries and materials to keep the campus clean and ensure student safety while on the school grounds. The estimated actual expenditures were significantly less than budgeted. The cost of repairs and maintenance materials was very low. Action 3- The budgeted expense for this action included a consultant to provide counseling services as well as a staff member, with experience with counseling and discipline, to serve as discipline counselor. The estimated actual expenditure was more than budgeted to ensure services were provided in an appropriate manner. Action 5- The discrepancy between the budgeted expenditures and estimated actual expenditures was the result of additional opportunities offered through the ASES/afterschool program/ELOP. Action 8- The budgeted expenditure included the projected cost of food found in the preliminary budget. The estimated cost incurred though Nutrition Services was less than the budgeted expenditures.

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

According to our partner survey, Metric 2.3, 92.3% believe we provide a high-quality education, while 96.2% believe we promote a positive school environment. Savant Prep's decisions are all intentional in producing the whole child. We have been very effective in providing rigorous instruction for all students, including our unduplicated population. Attendance is a key component of this goal. Our attendance rates have remained consistent, but our chronic absentee rate has decreased by 8.7%. We have addressed attendance within our social-emotional supports (action 2), celebrations and awards (action 4), and students accessing healthy meals (action 8). We believe these have all been a great contribution to this metric. Our attendance rates have been maintained. Therefore, students are given the instruction that is needed, which is clearly evident in seeing growth in metric 2.10. According to the California Dashboard, both English Language Arts and mathematics are in the green area. There was a positive increase of 8.1 points in the area of English Language Arts and a slight decrease in mathematics by 1 point. Lastly, metric 2.9 shows an increase in suspension rates for this school year. It is important for Savant to speak on positive behavior choices and to have students recognize the importance of being a leader. We have begun training to become a school with PBIS recognition (Positive Behavior Interventions and Supports) in hopes of establishing a positive environment in and out of the classroom. Our Socio-Emotional Specialist brings them for small group sessions and/or individual sessions to have restorative practice conversations regarding the behaviors. Our goal is to decrease suspension rates by next school year and be able to maintain a safe learning environment in all areas.

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.

Upon looking at our actions in ensuring that the goal was being met, we decided to go in a different direction with metric 2.2. In receiving feedback from partner, parent, and student surveys, a common theme was to provide more opportunities for extracurricular activities. We will now focus on giving students different activities to participate in from kindergarten to sixth grade. We offered music, art, cheerleading, Black History Bee, and sports this school year. Students were excited to participate, although we only had a 35% participation rate in these extracurricular activities. For next year, students will be encouraged to engage in different areas to provide them with an additional positive experience to correlate with academics.

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.	$344,967	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.	$92,726	No
Action # 3	Access to social and emotional supports Access to social and emotional supports (specifically for Unduplicated Pupils)	Partial LREBG Action 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. LREBG Funds supporting this action: $50,815.44 for SY 2025-26 and $47,445 for SY 2026-27 (estimate).	$77,096	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.	$16,117	No
Action # 5	After School Program	Provide extended care and learning for our students during our after-school program.	$383,318	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.	$14,792	No

Action #	Title	Description	Total Funds	Contributing
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.	$311,993	Yes

Goal # 3

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)

State Priority 6: School Climate (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)	**Spring 2023-2024**	**Spring 2024-2025**	This information will be available at the end of the 2026-2027 school year	Original	
		Grade of A/B 95% I believe SPAB employs qualified teachers that are committed, collaborative, and caring. 95% I believe SPAB provides a well- rounded program. 94% 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% I believe SPAB maintains facilities in good repair. Updated 1. 100% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 100% believe Savant Prep has adequate instructional supplies to support student learning. 3. 100% partners believe SPAB are preparing scholars for future college or career paths. 4. 62.5% believe that SPAB is effectively addressing attendance and absenteeism issues.	1. 92.3% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 100% believe Savant Prep has adequate instructional supplies to support student learning. 3. 92.3% partners believe SPAB are preparing scholars for future college or career paths. 4. 76.9% believe that SPAB is effectively addressing attendance and absenteeism issues. 5. 96.2% believe scholars are safe at school. 6. 100% believe that Savant is clean, safe, and in good repair 7. 84.6% believe that Common Core State Standards are being implemented at Savant Prep. 8. 96.2% believe Savant Prep promotes a positive school environment		Grade of A/B Maintain or increase percentage of parents that 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. Updated Maintain % of Agree or strongly agree above 1. Savant Prep is providing a high-quality education. 2. Savant Prep has adequate instructional supplies to support student learning. 3. Savant Prep is preparing scholars for future college or career paths. 4. Savant prep is addressing attendance and absenteeism issues. 5. Scholars are safe at school. 6. Savant is clean, safe, and in good repair.	1. -7.7% 2. No change 3. -7.7% 4. +14.4% 5. +4.5% 6. No change 7. -7.1% 8. +.4%

			5. 91.7% believe scholars are safe at school. 6. 100% believe that Savant is clean, safe, and in good repair 7. 91.7% believe that Common Core State Standards are being implemented at Savant Prep. 8. 95.8% believe Savant Prep promotes a positive school environment			7. Common Core State Standards are being implemented 8. Savant Prep promotes a positive school environment.	
3.2		Attendance Rate (SIS)	**Schoolwide as of May 2024:** 93%	**Schoolwide as of May 2025:** 95%	This information will be available at the end of the 2026-2027 school year	ADA to maintain at 95%	ADA increased by 2%
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	**As of May 2025:** 1 parent on Savant board 5 parents on SSC 21 events/meetings/activities with parents and community participation	This information will be available at the end of the 2026-2027 school year	Maintain	1+ parent on SSC 4+ additional events
3.4		% of parent participation in surveys (# of responses / # of families)	Original **Fall 2023:** 97% **Winter 2023:** 89% **Spring 2024:** 91% Updated: **Fall 2023:** 0% **Winter 2023:** 0% **Spring 2024:** 85%	Fall 2024: 0% Winter 2024: 7% Spring 2025: 95%	This information will be available at the end of the 2026-2027 school year.	Maintain	Fall 2024: 0% change Winter 2024: + 7% increase Spring 2025: + 10% increase
3.5		Individual Community Service Projects (% of students in all grades that completed a project) Update No longer applicable	**As of May 2024:** 85%	No data is available because this metric is no longer being used	No data will be available because this metric is no longer being used	No data will be available because this metric is no longer being used	No data is available
3.6 Business Project data		Grade LevelCommunity ServiceProjects (% of grade levels that completed a project) Update No longer applicable	**Schoolwide as of May 2024:** Kindergarten: 98% 1st: 90% 2nd: 90% 3rd: 87% 4th: 89% 5th: 93% 6th: 94%	No data is available because this metric is no longer being used	No data will be available because this metric is no longer being used	No data will be available because this metric is no longer being used	No data is available

Goal Analysis for 2024-25

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.

The increase in parent and community engagement to support the success of all students is imperative, and while we have seen growth in most areas, the need still remains in some. In the area of parent and community involvement, we planned a few additional events that are guided towards parental involvement in academics. There were two "Math Nights" where parents had the opportunity to learn math to assist their students in class. On the other hand, we partnered with a local health provider to provide health screenings for students. While events, just as described, were provided, parents still lacked participation. Our communication has increased and become mainstreamed this school year. We have one portal, Home School Connect, in which we send out weekly reminders to parents. Parents, in response, receive an email or text message in which they can respond automatically. Additionally, monthly calendars are sent out outlining all of the events and important links. This method of communication has increased the level of information being distributed to parents. Likewise, communication has increased between the parent and teacher. Teachers, too, are able to automatically send messages to parents to connect regarding their students success. Educators at Savant are constantly sending data updates to parents. Parents are encouraged to visit the classroom for observations. A big focus for this school year and moving forward is implementing schoolwide professional development in all areas. All teachers participated in county trainings for reading and mathematics. Staffwide, we have had training in the area of PBIS, positive behavioral interventions and supports, to also ensure student success in and out of the classroom.

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 were no actions where the material difference between the budgeted expenditures and estimated actual expenditures was 10%+.

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

Overall, parents are effectively receiving constant information about school events, community engagements, health fairs, academic learning opportunities, and student successes and challenges in the classroom. We have increased the number of events that parents can participate in at school, and our parent participation in our survey has increased by 10%. Parent feedback has helped us guide our planning in future events, academics, and student success.

Regarding our partner survey, we have gathered feedback from a different perspective. We realized that our partners noted they did not know whether we use common core state standards or if we are getting students ready for college. We plan on making this a continued priority for years to come, as it gives us a different perspective than parents to help out our students.

Our attendance rate has maintained itself at 95%. While this has maintained itself, we have a number of students who are chronically absent. As a school, we provide monthly incentives for students. A change this school year to pump up attendance is to give parents incentives for attendance. While this may not have a change within those chronically absent, it is maintaining our attendance rates.

To ensure consistency, baseline data was updated for the partner survey to match current data. To ensure proper data collection we decided to focus on those questions that were graphed and data was quantitative vs. qualitative. This wil be easier to measure moving forward for the outcome of goal year by year.

Metric 3.5 focused on individual community service project in which students were expected to participate. This metric is no longer applicable to this goal. There were some changes in leadership and a few events were removed or modified.

Metric 3.6 were grade level community service projects that students participated in but it is no longer applicable. This project is no longer going to be completed by students. We have changed direction with this project.

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.	$29,324	No
Action # 2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means.	$20,961	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.	$3,440	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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$614,469	$63,446

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
25.69%	0.806%	$17,894.62	26.496%

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

Required Descriptions

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
Goal 1 Action 1, 2	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. 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.	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	Academic Data (Weekly assessments, NWEA, CAASPP)

Goal 1 Action 3	We considered our EL, foster youth, and low-income students first when choosing our assessment system and implementing progress monitoring with our struggling students. Since most of our students that we will be serving through intervention fall into these subgroups, the progress monitoring will be used largely with this population to show growth and effectiveness of the intervention being used.	This action is principally directed towards and effective in meeting the needs of our unduplicated students by continuously monitoring for gaps and subgroups that need more intervention.	Academic Data (Weekly assessments, NWEA, CAASPP)
Goal 1 Action 4	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.	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.	Academic Data (Weekly assessments, NWEA, CAASPP)
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)

Goal 2 Action 1	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.	77% of our total student body fall in our unduplicated count. We try to give our students as many experiences as possible.	Student participation in extracurricular and student surveys
Goal 2 Action 5	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. 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.	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.	Attendance and participation at extended learning times, student and family surveys

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 5	Although our EL population is low, we still aim to provide instructional strategies to help all students be reclassified. EL students will be provided with English language development strategies to utilize throughout all content areas.	This action will be primarily directed towards our EL population.	Academic Data (Weekly assessments, NWEA, ELPAC)

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.

N/A

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 has made every effort to recruit and hire qualified instructional staff to provide a well-rounded instructional program for all students at Savant. The additional support staff will provide intentional intervention programs in areas of need, particularly for unduplicated pupils. They will be responsible for supporting students by implementing a plan with the help of the credentialed teacher. Staff have also been allocated to provide tutoring services after school hours to increase student progress. Staff will always have English Language Arts and mathematics as the areas of focus. Our goal is to have students be proficient in these two areas. Lastly, we have hired a Socio-Emotional Specialist to work with students in small group and/or individual sessions as needed. We want to ensure students are provided with mental and emotional support as needed to help academic success.

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		1:13
Staff-to-student ratio of certificated staff providing direct services to students		1:20

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:

  o 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]).

- o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.

- LEAs may also provide information about their strategic plan, vision, etc.

- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

    o If the LEA has unexpended LREBG funds the LEA must provide the following:

        ▪ The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

        ▪ An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and

            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).

                o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.

            - Actions may be grouped together for purposes of these explanations.

            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

    o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;

  - **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; and

- For charter schools, see *Education Code* Section 47606.5.

- **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.

  o 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) 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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  o The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

  o 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.

    o **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

For English Learners and Long-Term English Learners

- 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:

    o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o Professional development for teachers.

    o 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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:

    o 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.

- o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC Section 32526(d)*. For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC Section 32526(c)(2)*.

  - o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - ▪ Identify the action as an LREBG action;

    - ▪ Include an explanation of how research supports the selected action;

    - ▪ Identify the metric(s) being used to monitor the impact of the action; and

    - ▪ Identify the amount of LREBG funds being used to support the action.

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - o **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 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 LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, 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%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of 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)**

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

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

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