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 2026-27

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 TK–6 public charter school located in San Bernardino and authorized by the San Bernardino City Unified School District. The school's vision is to provide an innovative, business-focused education that equips students of the Inland Empire with financial literacy, a strong sense of purpose, and the skills necessary to become entrepreneurial leaders within their communities.

Savant Prep is committed to expanding opportunities for students who have been historically underserved due to socioeconomic factors and systemic inequities. Currently, 73.7% of students qualify for free or reduced-price meals. The school fosters a culture in which students view themselves as future leaders and entrepreneurs. Through a rigorous academic program that meets students at their individual starting points, beginning in TK, Savant Prep actively works to close achievement gaps and develop the academic and life skills essential for long-term success.

The school offers an onsite learning program that emphasizes strong partnerships with parents and guardians. Within the first month of school, teachers assess all students and collaborate with families to establish goals aligned with grade-level standards. Instruction is grounded in research-based practices, with additional individualized support and coaching provided as needed.

Savant Prep maintains a small school environment that promotes consistent family engagement through regular communication, including scheduled meetings, student-led parent-teacher conferences, progress reports, phone calls, and electronic correspondence. Staff members are knowledgeable about community-based social services and support families by connecting them with appropriate resources. In addition, community service initiatives encourage student responsibility, leadership, and self-reliance.

The school operates on the foundational belief that all students can achieve when provided with appropriate learning conditions tailored to their needs. Students receive ongoing, specific feedback on their progress, while parents and guardians are kept informed through regular conferences and weekly data updates. This collaborative approach enables students and families to recognize strengths and identify areas for growth. Students requiring additional support receive differentiated instruction, including targeted small-group learning opportunities. Savant Prep's instructional model emphasizes that, with multiple opportunities and varied teaching strategies, all students can succeed.

Ultimately, Savant Prep strives to cultivate a learning environment that empowers students to recognize their potential for high achievement and personal growth. The school is dedicated to fostering positive, lasting impacts on students, families, and the broader community by encouraging students to take ownership of their learning, leverage their strengths, and prepare for a wide range of future career opportunities.

Reflections: Annual Performance

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

Savant Preparatory Academy of Business is committed to advancing academic excellence as a core component of its mission and vision. The school implements a standards-aligned curriculum across all subject areas, delivered with fidelity to ensure consistency and rigor in instruction. Teachers are highly valued instructional professionals who design and implement differentiated lessons to meet the diverse needs of all learners. Instruction is data-driven, with weekly analysis informing instructional planning and targeted small-group interventions.
Teachers utilize a variety of formative and informal assessments to monitor student progress and adjust instruction accordingly. Ongoing communication with parents and guardians is maintained through multiple platforms to ensure transparency and collaboration in supporting student achievement. During the current school year, the school has administered multiple assessment tools, including CAASPP Interim Assessments, Envision Math Diagnostics, Wonders assessments, NWEA, and informal running records. These measures provide comprehensive data to monitor student growth and progress toward individualized learning goals.

California Dashboard Results (2024–2025)
Student performance data reflects continued academic progress and areas of strength:

- **English Language Arts (Grades 3–6):** 58.09% of students met or exceeded standards on the CAASPP.
- **Mathematics (Grades 3–6):** 60% of students met or exceeded standards on the CAASPP.

The following student groups and areas achieved “Green” (High) or “Blue” (Very High) performance levels on the 2024 California Dashboard:
English Language Arts

- All students performed an average of 27.1 points above standard.
- African American students demonstrated 21.1 points above standard.
- Socioeconomically disadvantaged students performed 9.2 points above standard.

Mathematics

- All students performed an average of 22.4 points above standard.
- African American students performed an average of 21.1 points above standard.
- Socioeconomically disadvantaged students performed 3.1 points above standard.

Learning Recovery and Emergency Block Grant (LREBG)
LREBG-funded initiatives are aligned to specific goals and actions within the school’s planning framework, including Goal 1, Actions 2 and 7, and Goal 2, Action 3.

- **Goal 1, Action 2 – Academic Intervention Program:**
  This action supports the continuation and expansion of targeted academic interventions in English Language Arts. Based on the school's needs assessment, two instructional aides will support progress monitoring and intervention implementation throughout the year. A key focus is strengthening students' phonological awareness to improve reading proficiency. This action aligns with allowable uses of funds to accelerate learning and address achievement gaps through evidence-based supports. Additionally, the school will enhance its focus on social-emotional learning by continuing to contract a specialist to implement the *Second Step* program through small-group and individualized sessions, promoting the development of essential social-emotional competencies.
- **Goal 1, Action 7 – Instructional Oversight and Support:**
  The Director of Curriculum and Instruction will provide ongoing instructional leadership by collecting and analyzing data related to classroom instruction, lesson planning, and assessments. This role includes providing continuous feedback to both certificated and classified staff and overseeing intervention programs for at-risk students. The goal is to identify and address learning needs early, thereby reducing the number of students requiring formal Student Success Team (SST) interventions. This action supports the implementation and enhancement of evidence-based practices to accelerate student progress.
- **Goal 2, Action 3 – Student Engagement and Mental Health Supports:**
  This action focuses on increasing student engagement and addressing barriers to consistent attendance through expanded counseling and mental health services. The school provides access to counseling, crisis intervention, and social-emotional supports to help students build resilience and develop effective coping strategies. These efforts align with allowable uses of funds for college and career readiness and mental health services.

Improving attendance remains a priority area. The school has made measurable progress, with chronic absenteeism decreasing from 32.3% in 2023 to 26.3% in 2024. To address this challenge, Savant Prep has implemented incentive programs to encourage consistent attendance, alongside high-quality instruction, a comprehensive social-emotional learning framework, and strong family engagement. These combined efforts have contributed to increased student engagement and improved attendance outcomes.

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, community outreach, and parents	Savant Preparatory Academy of Business engaged the general public, community members, and parents/guardians in the development of the LCAP through multiple outreach and feedback strategies. Families and community members were invited to provide input via surveys, school meetings, and events, where they shared perspectives on academic programs, student supports, school climate, and areas for improvement. This feedback was analyzed and incorporated into LCAP goals and actions to ensure the plan reflects the priorities and needs of students and their families, strengthens school-community partnerships, and promotes equitable outcomes for all learners.
Leadership team, teachers, and staff	Savant Preparatory Academy of Business engaged leadership, teachers, and staff in the development of the LCAP through structured collaboration and data-driven discussions. Educators and administrators participated in meetings, professional learning communities, and workshops to review student performance data, identify instructional priorities, and evaluate the effectiveness of current programs and supports. Staff provided input on strategies to accelerate learning, address achievement gaps, and support students' academic, social, and emotional needs. Feedback from these stakeholders directly informed the LCAP goals, actions, and resource allocations, ensuring that the plan aligns with best practices, supports continuous improvement, and meets the diverse needs of all students.
Students	We engaged students in the development of the LCAP by gathering their input through surveys and classroom discussions. Students shared their experiences and perspectives on learning, engagement, school climate, and the supports they need to succeed academically and socially. Their feedback helped inform LCAP goals and actions, ensuring that student voices are considered in planning programs and services that promote academic growth, personal development, and a positive school experience for all learners.

Insert or delete rows, as necessary.

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

Savant Preparatory Academy of Business has continued prior actions and services while implementing a comprehensive engagement process that actively solicited input from multiple educational partner groups. Teachers gathered ongoing feedback from students and parents/guardians, and in addition to the annual spring Parent Survey, families had opportunities to provide input through parent meetings, and board meetings. Feedback from these channels was analyzed and directly informed the development of the LCAP.

The administrative team participated in multiple trainings and collaborative discussions to deepen their understanding of the LCAP process and guide its creation. All staff members engaged in an ongoing, structured process to help shape goals, including monthly meetings, smaller working groups, and follow-up work between sessions.

For the 2025–2026 school year, Savant Preparatory Academy of Business implemented LCAP instructional rounds to engage parents in the academic process and provide transparency regarding school programs and goals. Parents were invited to participate in workshop-style sessions to learn about the curriculum, instructional materials, intervention programs, and other key resources. Additionally, parents had the opportunity to visit classrooms to observe how LCAP goals are being implemented and measured in real time. Following these sessions, parents were invited to complete a survey to provide further feedback, ensuring their input directly informs ongoing school planning and LCAP development.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

State Priority 1: Basic (Conditions of Learning)

State Priority 2: State Standards (Conditions of Learning)

State Priority 4: Pupil Achievement (Pupil Outcomes)

State Priority 5: Pupil Engagement (Engagement)

State Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In response to the need to improve academic outcomes and ensure all students have access to standards-aligned curriculum and high-quality instruction, Savant Preparatory Academy of Business conducted a comprehensive data analysis to identify and prioritize both academic and social-emotional student needs. This process included the collection of multiple data sources, such as student, family, and staff feedback gathered through surveys and educational partner meetings, as well as qualitative data from classroom walkthroughs and quantitative data from formative and summative assessments.

Through this multifaceted analysis, the school identified key areas for growth and developed a targeted goal focused on maximizing academic growth, student responsibility, and overall achievement. This goal reflects a strategic, data-informed approach aimed at strengthening instructional practices, increasing student engagement, and supporting the holistic development of all students within a responsive and supportive learning environment.

Goal 1 was established based on a thorough review of multiple data points, including CAASPP results, NWEA assessments, and curriculum-based measures. According to the 2025 California Dashboard, Savant Prep performed above standard in both English Language Arts and Mathematics, with a slight increase in suspension rates but strong overall academic performance indicators. Despite these positive outcomes, data analysis revealed the need for continued focus and growth in both content areas.

During the 2024–2025 academic year, 58.09% of students in grades 3–6 met or exceeded standards on the Smarter Balanced Assessments in English Language Arts, while 60% met or exceeded standards in Mathematics. Additionally, Dashboard data indicated a decline of 7.1 points in English Language Arts and a it was maintained at 2 points in Mathematics. While these results demonstrate areas of strength, they also underscore the importance of sustained, targeted efforts to further improve student achievement and ensure continued academic progress in both subject areas.

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	Original Data **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%	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 at the end of the 2025-2026 school year once data is released	Schoolwide 70% proficiency in ELA and mathematics	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.

		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%				
1.2	CAASPP ELA Summative State Assessment Data	Original 61% meet or exceeding standards Updated: 58.09% meet or exceeded the standard	2024-2025: 62.14% meet or exceed standards	This information will be available at the end of the 2025-2026 school year once data is released	Schoolwide 70% proficiency in ELA	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.

1.3	CAASPP Math Summative State Assessment Data	Original 63% meeting or exceeding standards Updated: 60% met or exceed standard	2024-2025: 61.16% meet or exceed standards	This information will be available at the end of the 2025-2026 school year once data is released	Schoolwide 70% proficiency in Math	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
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%	Spring 2024-2025 Overall schoolwide: 64% Kindergarten: 26% 1st grade: 59% 2nd grade: 31% 3rd grade: 8% 4th grade: 41% 5th grade: 56% 6th grade: 41%	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	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.

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 2025-2026 school year once data is released	Schoolwide - 10%	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
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 2025-2026 school year once data is released	Schoolwide - 95%	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
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	**Spring 2025-2026** Teacher MTSS: 8 SIPPS MTSS: 15 Total- 23	No more than - 15 scholars	Total number of students remains the same while the type of interverntions are different.

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% believe SPAB employs qualified teachers that are committed, collaborative, and caring. 95% believe SPAB provides a well-rounded program. 94% believe SPAB teaches character education and leadership that impacts children. 98% believe SPAB provides a safe learning environment. 92% believe SPAB provides programs and activities to meet students' social and emotional needs. 98% believe SPAB maintains facilities in good repair.	**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.	**Spring 2025-2026** 1. 83.6% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 80% believe Savant Prep has adequate instructional supplies to support student learning. 3. 80% partners believe SPAB are preparing scholars for future college or career paths. 4. 75.5% believe that SPAB is effectively addressing attendance and absenteeism issues. 5. 79.1% believe scholars are safe at school.	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	Overall participation decreased, therefore percentages for individual questions are lower. 1. - 8.7% 2. - 20% 3. - 12.3% 4. - 1.4% 5. - 20.7% 6. - 20.9% 7. -10.1% 8. -17.1%

		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.	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	6. 76.4% believe that Savant is clean, safe, and in good repair 7. 74.5% believe that Common Core State Standards are being implemented at Savant Prep. 8. 79.1% believe Savant Prep promotes a positive school 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) 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			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.	

1.9	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 2023-2024 ELA- Green; 34.2 points above standard Math- Green; 20.4 points above standard	California Dashboard 2024-2025 ELA- Green; 27.1 points above standard Math- Green; 22.4 points above standard	Maintain green status in both areas	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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 Prep remains committed to ensuring all students are equipped with the skills and knowledge necessary to achieve academic success across all subject areas. Students continue to have access to standards-aligned instructional materials that support mastery of the Common Core State Standards, and the school will maintain the use of its currently adopted curriculum. Small-group instruction continues to be implemented consistently across all grade levels and classrooms to address the diverse academic needs of students. As a data-driven school, Savant Prep utilizes student performance data, including NWEA results and weekly assessments, to guide instructional planning and targeted intervention. This year, to make a bit more efficient, Instructional aides and teachers were provided a block of time on a weekly basis to plan small groups. Every student was placed in at least one intervention group based off of assessments. Students identified as needing additional academic support participate in evidence-based intervention programs, such as SIPPS, to strengthen foundational skills. At the same time, students performing at or above grade level are provided with rigorous enrichment opportunities through differentiated small-group instruction designed to extend learning and promote continued growth. Throughout the school year, teachers participated in professional development focused on reading and mathematics instruction. This professional learning has positively impacted classroom practices and strengthened instructional delivery schoolwide. In addition, Savant Prep's Director of Curriculum and Instruction has continued to support teachers both inside and outside of the classroom. This has been resulting in a stronger focus on teacher coaching and academic achievement.

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, and 6 within goal 1. Action 1- The estimated budgeted expenditures for curriculum and materials purchases were determined using the adopted budget and prior-year financial data. These expenditures included projected costs across several categories, including approved textbooks, core curriculum materials, and supplies. The adopted budget used ADA/Enrollment figures that were significantly higher than the actual ADA/Enrollment, resulting in a reduced need to spend funds on this action. Action 3- The discrepancy between the budgeted expenditures and the estimated actual expenditures resulted from additional resources being allocated to assessing student learning and providing administrators and teachers with dedicated time to collaborate on analyzing data reports, identifying interventions and supports, informing instruction, and monitoring student growth. Assessment and intervention tools included NWEA, IXL, and SPED-related testing and services. Action 6- The budgeted expenditures were lower than the estimated actual expenditures because the projected expenditures were overstated. A significant number of Chromebooks and other technology devices were purchased during the prior year, reducing the need for additional purchases. Similar to Action 1, the discrepancy between the adopted budget and actual ADA/Enrollment resulted in reduced expenditures for this action.

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

Action 2 centers on the continued implementation of intervention programs at Savant Prep to support student achievement and academic growth. School-wide intervention practices, both inside and outside of the classroom, have continued to demonstrate positive results for students. Instruction is individualized to meet students at their current academic performance levels rather than strictly by grade level, ensuring targeted and meaningful support.

Teachers and instructional aides consistently use weekly assessment data to create strategic instructional plans tailored to the needs of each student. The support provided by classroom aides remains an essential component in helping the school progress toward its academic goals. Additionally, the ongoing use of NWEA assessments through Action 3 has strengthened the school's ability to monitor growth, identify learning gaps, and guide instructional decision-making.

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.

One significant implementation this school year that resulted in positive growth was continued focus on professional development in areas identified as the greatest instructional needs. Staff is now collaborating on a weekly basis to support each grade level in order to strengthen classroom instruction and student outcomes.

Upper-grade teachers participated in professional development centered on delivering rigorous English Language Arts instruction, with a strong emphasis on reading strategies and comprehension. To add on, administration and teachers participated in LETRS training that focuses on phonological awareness to help primary teachers in the area of reading. Teachers engaged in multiple training opportunities and implemented recommended instructional practices within their classrooms to enhance student learning.

In the primary grades, professional development was concentrated on mathematics instruction. Teachers received training on incorporating hands-on learning activities and interactive strategies designed to strengthen foundational math skills and support effective whole-group instruction. These professional learning opportunities have contributed to improved instructional practices across grade levels and have supported a more engaging learning environment for students.

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)	$75,567	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. Original: LREBG Funds supporting this action: $67,197.60 for SY 2025-26. Updated: LREBG Funds supporting this action: $80,333 for SY 2026-27 (estimate; includes anticipated 2026-27 funding)	$698,905	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.	$81,763	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.	$34,601	No
Action # 5	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Provide professional development to support the implementation of integrated and designated ELD.	$5,405	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.	$105,755	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. Original: LREBG Funds supporting this action: $15,000 for SY 2025-26. Updated: LREBG Funds supporting this action: $4,000 for SY 2026-27 (estimate).	$23,893	No

Insert or delete rows, as necessary.

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.

A comprehensive review of progress toward prior LCAP goals, combined with analysis of stakeholder feedback and local assessment data, has reinforced the need to intensify focus on accelerating student academic growth. Insights gathered from the previous academic year, including input from students, families, and staff through surveys and meetings, as well as performance data from NWEA assessments, indicate that addressing unfinished learning resulting from the pandemic remains a critical priority. While this focus has been embedded in prior goals, current data highlights an increased and urgent need for targeted intervention.

As of December 2025, 61% of students in reading and 67% of students in mathematics are performing at or above grade level based on NWEA data. Additionally, as of the end of 2024-2025 school year approximately 64% of students are meeting or exceeding standards in English Language Arts and Mathematics as reflected in report card outcomes. Notably, the school has observed an increase in the number of students in grades two through six performing below grade-level expectations, further emphasizing the need for strategic and sustained academic support.

In response, Savant Preparatory Academy of Business will implement a comprehensive approach to address these learning gaps and promote student achievement. Key actions include regular screening and progress monitoring, targeted small-group intervention and enrichment opportunities, and ongoing professional development aligned to identified areas of need. Instruction will continue to be grounded in rigorous, standards-based practices delivered by qualified educators. Additionally, the school remains committed to maintaining small class sizes to ensure individualized attention and effective differentiation.

Based on this analysis, both English Language Arts and Mathematics have been identified as priority areas for growth. The implementation of these aligned actions and supports is intended to ensure that all students receive the instruction and intervention necessary to achieve grade-level proficiency and sustained academic success.

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	**Spring 2025-2026** Good	Maintain	Good outcome has been maintained
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 - Cheerleadin g- 11/204 - Black History Bee- 12/204	**2025-2026** Extracurricular activities participation rate Overall- 46% - Music- 18/204 - Art- 25/198 - Sports- 20/198 - Cheerleadin g- 15/198 - Black History Bee- 12/198	Maintain	Participation of extra curricular activities has increased by 11%

2.3	SPAB Partner Survey (% of partners that give an overall grade of 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.	**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.	**Spring 2025-2026** 1. 83.6% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 80% believe Savant Prep has adequate instructional supplies to support student learning. 3. 80% partners believe SPAB are preparing scholars for future college or career paths. 4. 75.5% believe that SPAB is effectively addressing attendance and absenteeism issues. 5. 79.1% believe scholars are safe at school.	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	Overall participation decreased, therefore percentages for individual questions are lower. 1. - 8.7% 2. - 20% 3. - 12.3% 4. - 1.4% 5. - 20.7% 6. - 20.9% 7. -10.1% 8. -17.1%

		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. 5. 91.7% believe scholars are safe at school.	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	6. 76.4% believe that Savant is clean, safe, and in good repair 7. 74.5% believe that Common Core State Standards are being implemented at Savant Prep. 8. 79.1% believe Savant Prep promotes a positive school environment	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.	

		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.	
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 2025-2026 school year once data is released	Schoolwide - 95%	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.

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 2025-2026 school year once data is released	Schoolwide - 10%	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
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 2025-2026 school year once data is released	Maintain	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
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%	**As of May 2025:** 46%	Maintain	Decrease of 14%
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 2025-2026 school year once data is released	Maintain	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
2.9	Student Expulsion	**As of May 2024:** N/A	**As of May 2025:** N/A	**As of May 2025:** N/A	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 2025-2026 school year once data is released	Maintain green status in both areas	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
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	**Spring 2025-2026** Teacher MTSS: 8 SIPPS MTSS: 15 Total- 23	No more than - 15 scholars	Total number of students remains the same while the type of interventions are different.

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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 and supportive learning environment remains a top priority at Savant Prep. Students are provided with a structured and stable setting where their academic, social, and emotional needs are consistently addressed. Located on a district campus, the school benefits from on-site custodial support that responds to facility needs in a timely manner, contributing to the strong Facility Repair Status reflected in the School Accountability Report Card (SARC).

In addition, social-emotional supports have been strengthened across the school. The socio-emotional specialist implements the Second Step curriculum to support students in developing skills related to emotional regulation, relationships, and personal well-being. These supports are further reinforced through ongoing student recognition programs, celebrations, and awards that encourage motivation and academic engagement.

The after-school program has also remained fully funded, providing students with additional academic support while offering families a valuable resource for extended learning opportunities.

Savant Prep continues to maintain strong staff retention, which contributes to consistency in instruction and school culture. Staff members are aligned with the school's values, goals, and expectations, and this consistency supports strong relationships across campus. Students are familiar with staff members and benefit from a positive rapport that contributes to a welcoming and connected school environment.

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 3, 4, 5, 6, and 8 within goal 2. Action 3- The budgeted expense for this action included funding for a consultant to provide counseling services, as well as a staff member with experience in counseling and discipline to serve as the discipline counselor. Actual expenditures were lower than anticipated due to fewer student discipline issues, resulting in a reduced need for counseling interventions. Action 4- The discrepancy between the budgeted expenditures and the estimated actual expenditures resulted from increased celebrations and awards provided throughout the school year to encourage student achievement. These celebrations and awards included culturally responsive experiences, student behavior incentives, attendance incentives through the use of golden tickets, and other recognition activities. Additional spending to promote positive student behavior and academic achievement also contributed to the reduction in discipline issues referenced in Action 3. Action 5- The discrepancy between the budgeted expenditures and the estimated actual expenditures was due to additional opportunities provided through the ASES afterschool program and ELOP. Savant took a proactive approach to utilizing prior-year ELOP funds, which resulted in expanded activities and services allowable under ELOP. Action 6- The estimated actual expenditure was less than the budgeted expenditure for business expo rental. Action 8- The budgeted expenditure included projected costs for food, licenses and fees, materials and supplies required for the CNP, as well as staff time allocated to operate the food service program as outlined in the preliminary budget. Unfortunately, the budgeted expenditure did not account for the appropriate administrative support needed to manage paperwork related to meal claims and meal ordering which resulted in a discrepancy between the budgeted expenditures and estimated actual expenditures.

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

Attendance continues to be a critical component in achieving this goal. While overall attendance rates have remained stable, the chronic absenteeism rate continues to decrease. Savant Prep addressed attendance through several key actions, including expanded social-emotional supports (Action 2), student celebrations and recognition programs (Action 4), and increased access to healthy meals (Action 8). These efforts have positively contributed to improved student engagement and attendance outcomes. Consistent attendance has allowed students to receive the instructional support necessary for academic growth, which is reflected in Metric 2.10.

Metric 2.9 indicates an increase in suspension rates during the current school year. In response, Savant Prep continues to emphasize positive behavior choices and student leadership development. The school has initiated training toward earning Positive Behavior Interventions and Supports (PBIS) recognition in an effort to further strengthen a positive and supportive school climate both inside and outside of the classroom. Additionally, the Socio-Emotional Specialist provides students with small group and individual restorative practice sessions focused on behavior reflection, conflict resolution, and social-emotional growth. Moving forward, Savant Prep's goal is to reduce suspension rates while continuing to maintain a safe, supportive, and inclusive learning environment for all students.

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.

While no major programmatic changes are planned for the upcoming school year, Savant Prep remains committed to continuous improvement and sustaining the progress made toward student success and school climate goals. The school's focus will remain on maintaining a low chronic absenteeism rate by consistently implementing and reinforcing the school's attendance policies and procedures. Through ongoing communication with families, attendance monitoring, and early intervention supports, parents and guardians will continue to receive clear guidance regarding attendance expectations and the full attendance process. Savant Prep recognizes that strong attendance is directly connected to student achievement, engagement, and overall well-being.

Additionally, the school will continue efforts to decrease suspension rates by strengthening positive behavior systems, establishing consistent routines and procedures, and promoting appropriate behavior choices across all grade levels. Savant Prep will further its implementation of Positive Behavior Interventions and Supports (PBIS) practices to foster a safe, structured, and supportive learning environment. Restorative practices, social-emotional supports, and leadership development opportunities will continue to be integrated into the school culture to help students build self-awareness, accountability, and positive decision-making skills.

Academically, Savant Prep will continue expanding targeted small group interventions to ensure all students receive the individualized support necessary to achieve academic excellence. These interventions will focus on addressing learning gaps, strengthening foundational skills, and providing differentiated instruction based on student needs and data outcomes. Through continued collaboration among instructional staff, intervention teams, and support personnel, the school aims to further increase student achievement while ensuring equitable access to rigorous and meaningful learning opportunities for all students.

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.	$179,731	No
Action # 2	Access to a well-rounded program	Provide all students with access to a variety of extracurricular activities to engage in new experiences and explore their strengths.	$96,688	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. Original: LREBG Funds supporting this action: $50,815.44 for SY 2025-26 and $47,445 for SY 2026-27 (estimate). Updated: LREBG Funds supporting this action: $17,338 for SY 2026-27 (estimate).	$59,600	Yes
Action # 4	Celebrations and Awards	Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement, leadership, and growth.	$17,462	No
Action # 5	After School Program	Provide extended care and learning for our students during our after-school program.	$540,480	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.	$400	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.	$14,360	No
Action # 8	Access to Healthy Meals Access to Healthy Meals (specifically for Unduplicated Pupils)	Provide access to healthy meals to all students to include unduplicated students.	$361,400	Yes

Insert or delete rows, as necessary.

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 the return to in-person instruction, Savant Preparatory Academy of Business has observed a decline in the percentage of parents and guardians who report that the school effectively encourages family involvement. Participation trends indicate that engagement is often limited to a small group of consistently involved families, while many others face barriers to participation, including scheduling constraints and competing responsibilities.

To address these challenges, the school will continue to strengthen outreach and communication efforts to ensure all families feel informed, welcomed, and empowered to participate in their child's education. While new parent and guardian orientation meetings are held at the beginning of each school year to communicate expectations, procedures, and key elements of the school's charter, feedback indicates that some families still experience gaps in communication. As a result, the school will prioritize the use of multiple, consistent communication platforms to share timely and relevant information related to students' academic, social, and emotional development, with the goal of increasing overall family engagement.

Student attendance remains an additional area of focus. The school has implemented initiatives such as the monthly "Golden Ticket" attendance incentive program to encourage consistent attendance. These efforts will be expanded and refined to further promote student engagement and reduce absenteeism.

To enhance family and community involvement, Savant Prep will continue to develop and expand programs that encourage broader participation. This includes recognizing all forms of parent and guardian contributions, such as volunteering, donations, event participation, and classroom support. The school will also work to strengthen its parent committee program to increase representation and involvement across the broader school community.

Additionally, the school aims to reestablish strong connections with community partners and expand service-learning opportunities for students and families. Emphasis will be placed on fostering meaningful engagement with the local community while also recognizing and appreciating the contributions of families and community organizations that support school initiatives.

Finally, staff feedback indicates an opportunity to improve internal communication between administration and staff. The school will take steps to enhance communication systems and structures to ensure clarity, consistency, and alignment across all levels of the organization, ultimately supporting a more cohesive and effective educational environment.

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** 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	**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	**Spring 2025-2026** 1. 83.6% of SPAB partners believe Savant Prep is providing a high-quality education. 2. 80% believe Savant Prep has adequate instructional supplies to support student learning. 3. 80% partners believe SPAB are preparing scholars for future college or career paths. 4. 75.5% believe that SPAB is effectively addressing attendance and absenteeism issues. 5. 79.1% believe scholars are safe at school.	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.	Overall participation decreased, therefore percentages for individual questions are lower. 1. - 8.7% 2. - 20% 3. - 12.3% 4. - 1.4% 5. - 20.7% 6. - 20.9% 7. -10.1% 8. -17.1%

		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.	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	6. 76.4% believe that Savant is clean, safe, and in good repair 7. 74.5% believe that Common Core State Standards are being implemented at Savant Prep. 8. 79.1% believe Savant Prep promotes a positive school environment	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.	

		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. 5. 91.7% believe scholars are safe at school. 6. 100% believe that Savant is clean, safe, and in good repair			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.	

		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				
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 2025-2026 school year once data is released	Schoolwide - 95%	Difference from 2024-205 and 2025-2026 will be updated when data is available at the beginning of 2026-2027 school year.
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	**As of May 2026:** 1 parent on Savant board 23 events/meetings/activities with parents and community participation	Maintain	There have been 2 additional parent engagement opportunities from 2025 to 2026 school year.

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%	Fall 2025: 0% Winter 2025: 16% Spring 2026: 85%	Maintain	Parent participation decreased during spring, but we had an increase during winter.
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 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 is available because this metric is no longer being used

3.6 Business Project data	Grade Level Community Service Projects (% 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 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 is available because this metric is no longer being used

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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.

Increasing parent and community engagement to support the success of all students continues to be a priority for Savant Prep. While growth has been observed in several areas, opportunities for continued improvement remain. To strengthen family involvement, the school implemented additional events specifically designed to increase parent participation in academics and student learning. For example, Savant Prep hosted two “Math Nights,” which provided parents with strategies and resources to better support their students’ mathematical learning at home. Additionally, the school partnered with a local healthcare provider to offer student health screenings and promote student wellness. Although these opportunities were made available, parent participation levels indicate that continued efforts to increase engagement are still needed.

Communication with families has significantly improved and become more streamlined during the current school year. Savant Prep implemented a centralized communication platform, Home School Connect, which allows the school to distribute weekly reminders and important updates directly to families through email and text messaging. This system also provides parents with the ability to respond directly, improving two-way communication between home and school. In addition, monthly calendars are shared with families to communicate upcoming events, important dates, and access to key resources and links. These systems have increased the consistency and accessibility of information shared with parents and guardians.

Communication between teachers and families has also expanded. Teachers regularly utilize communication platforms to provide updates regarding student progress, academic performance, and classroom expectations. Families are encouraged to maintain active involvement through ongoing communication and classroom observation opportunities. Staff members consistently share student data and progress updates to support collaboration between home and school in promoting student achievement.

Professional development has also remained a major area of focus for the school year and moving forward. All teachers participated in county-led trainings in the areas of reading and mathematics to strengthen instructional practices and support academic growth for all students. In addition, staff members received schoolwide training in Positive Behavior Interventions and Supports (PBIS) to further enhance positive school culture, student behavior supports, and overall student success both inside and outside 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.

No actions under Goal 3 exhibited a material variance of 10% or more between the budgeted expenditures and the estimated actual expenditures.

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

Overall, parents continue to receive consistent and ongoing communication regarding school events, community engagement opportunities, health fairs, academic support opportunities, and student successes and challenges within the classroom. Savant Prep has intentionally increased the number of school events and activities designed to encourage parent involvement and strengthen partnerships between home and school. As a result of these efforts, parent participation in the annual survey increased by 10%. Parent input and feedback continue to play an important role in guiding future planning related to school events, academic programs, and student support initiatives.

Feedback gathered through the partner survey also provided valuable insight from a broader community perspective. Survey responses indicated that some partners were uncertain about the school's implementation of Common Core State Standards and how students are being prepared for college and future success. As a result, Savant Prep recognizes the importance of continuing to strengthen communication and awareness in these areas. The school plans to maintain this as an ongoing priority in order to ensure all educational partners have a clear understanding of the school's academic expectations, instructional practices, and commitment to college and career readiness.

Savant Prep has maintained a strong overall attendance rate of 95%. Although the attendance rate has remained stable, the school continues to address the needs of students identified as chronically absent. To support positive attendance habits, the school provides monthly attendance incentives and recognition opportunities for students. During the current school year, Savant Prep also expanded these efforts by implementing parent incentives to further encourage consistent student attendance. While chronic absenteeism remains an area of focus, these strategies have contributed to maintaining strong overall attendance rates and reinforcing the importance of daily school participation.

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.

Savant Prep recognizes the importance of strengthening parent engagement in order to improve overall family satisfaction and inform continuous school improvement. A key focus moving forward is increasing participation in Metric 3.4, the annual parent survey, as higher response rates will provide more comprehensive and representative feedback to support growth in Metric 3.1.

To support this goal, the school will implement intentional and creative strategies to increase parent interest and motivation to participate in feedback opportunities. These efforts will focus on making the survey process more accessible, engaging, and meaningful for families, while also clearly communicating how parent input directly influences school decisions, programs, and student outcomes.

By increasing survey participation and strengthening the quality of feedback received, Savant Prep aims to ensure that family voice is fully reflected in school planning and evaluation. This work is aligned to improving overall family satisfaction and reinforcing a strong, collaborative partnership between home and school.

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.	$28,690	No
Action # 2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means.	$17,250	No
Action # 3	Parent Educator Support	Improve services to purposefully support parents in student learning through improved and intentional communication and collaboration efforts between teachers, students and administration. Increase access for all students through how-to videos and parent knowledge through informational videos.	$7,819	No
Action # 4	School Wide Professional Development Community	Improve collaboration, individual and collective efficacy with a focus on continuous growth and improvement by partnering with consultants who will facilitate professional development for staff to develop a culture focused on continuous improvement.	$1,500	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$499,318	$49,106

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
23.29%	0%	$0	23.29%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1, 2	• Action1 - Access to standards bassed instructional curriculum and materials ○ Specifically for unduplicated pupils • Action 2 - intervention programs ○ Specifically for unduplicated pupils	This action is principally directed toward addressing the academic needs of unduplicated pupils, including English Learners, low-income students, and foster youth, who may require additional support to access grade-level standards. Providing access to standards-based instructional curriculum and materials ensures that all students receive high-quality, aligned instruction and equitable learning opportunities. This action is implemented schoolwide to promote consistent access to rigorous curriculum while addressing the identified needs of unduplicated pupils. Effectiveness will be measured through student achievement data, state and local assessment results, English Learner progress, and course completion rates. Intervention programs provide targeted instructional support to help students strengthen foundational skills, accelerate learning, and meet grade-level standards. While offered on a schoolwide basis to ensure timely support for all students in need, this action is principally directed toward unduplicated pupils, who demonstrate a greater need for academic intervention and additional learning opportunities. Effectiveness will be measured through assessment data, student growth indicators, course completion rates, and progress toward meeting academic standards.	• Academic Data ○ Weekly assessments ○ NWEA ○ CAASPP

Goal 1 Action 3	● Action 3- Assessments ○ Specifically for unduplicated pupils	This action is principally directed toward addressing the academic needs of unduplicated pupils, including English Learners, low-income students, and foster youth, who benefit from ongoing monitoring of learning progress to ensure timely instructional support. High-quality assessments provide essential data to identify learning gaps, guide instruction, and measure student growth toward grade-level standards. While implemented schoolwide to ensure consistent and equitable data collection for all students, this action is principally directed toward unduplicated pupils because they are more likely to require additional support to meet academic expectations. Effectiveness will be measured through interim and summative assessment results, student growth over time, and progress toward proficiency in state standards.	● Academic Data ○ Weekly assessments ○ NWEA ○ CAASPP
Goal 1 Action 4	● Action 4- Professional Development ○ Enhance curriculum and instruction	Professional development focused on enhancing curriculum and instructional practices strengthens teacher capacity to deliver rigorous, culturally responsive, and differentiated instruction that supports equitable access to grade-level content. Although implemented schoolwide to ensure consistency and shared instructional practices across all classrooms, this action is principally directed toward unduplicated pupils because improving instructional quality has the greatest impact on students with the highest needs. Effectiveness will be measured through teacher implementation of instructional strategies, classroom observation data, student achievement results, and growth on state and local assessments.	● Academic Data ○ Weekly assessments ○ NWEA ○ CAASPP

Goal 1 Action 6	Access to Technology	Providing equitable access to technology ensures students can fully participate in digital learning, access instructional materials, and complete assignments that support grade-level standards. While implemented schoolwide to ensure consistent access for all students, this action is principally directed toward unduplicated pupils because it reduces barriers that disproportionately impact their academic engagement and progress. Effectiveness will be measured through usage data of digital platforms, student participation in online learning activities, assignment completion rates, and academic performance on assessments.	• Annual inventory checks ○ Home and school • Homework completion rates
Goal 1 Action 7	Director of Curriculum and Instruction	The Director of Curriculum and Instruction supports the implementation of high-quality, standards-aligned instructional programs, guides professional development, and ensures equitable access to rigorous instructional practices across the school or LEA. Although this position supports all students schoolwide, it is principally directed toward unduplicated pupils because these students benefit most from coordinated instructional leadership and improved consistency in teaching and learning practices. Effectiveness will be measured through student achievement data, implementation fidelity of curriculum and instructional initiatives, teacher effectiveness indicators, and progress toward LCAP academic goals.	• Academic data ○ Weekly assessments ○ NWEA ○ CAASPP • MTSS monitoring ○ 6 week periods

Goal 2 Action 1	• Access to clean, safe, and well-maintatiend facility	Research demonstrates that students are better able to attend, engage, and succeed academically when they learn in facilities that are safe, welcoming, and conducive to learning. While this action is provided schoolwide to ensure all students have access to a positive educational environment, it is principally directed toward unduplicated pupils, who may be disproportionately impacted by barriers to consistent engagement and academic success. Effectiveness will be measured through facility inspection reports, safety audits, student attendance rates, stakeholder feedback, and school climate survey results.	• Student surveys • Yearly facilities inspection • LCAP surveys
Goal 2 Action 2	• Access to a well-rounded program	Access to a well-rounded educational program ensures students have opportunities to engage in a broad course of study that includes core academics, enrichment activities, and experiences that support the development of critical thinking, creativity, and career awareness. While provided schoolwide to ensure equitable opportunities for all students, this action is principally directed toward unduplicated pupils because these students may have fewer opportunities to access enrichment experiences outside of school. Effectiveness will be measured through student participation rates, course completion data, attendance, student engagement indicators, and academic achievement outcomes.	• Academic data ○ Weekly assessments ○ NWEA ○ CAASPP • Student yearly survey • LCAP survey

Goal 2 Action 3	• Access to social and emotional supports ○ Specifically for unduplicated pupils	Providing access to social and emotional supports helps students develop self-awareness, resilience, positive relationships, and the skills needed to succeed both academically and personally. While these supports are available schoolwide to promote a positive school climate for all students, they are principally directed toward unduplicated pupils because they often require additional resources and interventions to address social-emotional challenges. Effectiveness will be measured through attendance rates, behavior data, school climate survey results, student engagement indicators, and progress toward social-emotional learning goals.	• MTSS monitoring • Second step curriculum goal tracking • LCAP survey
Goal 2 Action 4	• Celebrations and awards	Celebrations and awards recognize student achievement, growth, attendance, positive behavior, and other accomplishments, helping to foster a positive school culture and encourage continued academic and personal success. While implemented schoolwide to promote an inclusive and supportive environment for all students, this action is principally directed toward unduplicated pupils because increased recognition and belonging can positively impact their engagement and overall educational outcomes. Effectiveness will be measured through attendance rates, student engagement data, behavior indicators, school climate survey results, and participation in recognition programs.	• Attendance rates • Student survey • LCAP survey

Goal 2 Action 5	• After-School program	The after-school program provides additional academic support, enrichment opportunities, and a safe, structured environment that extends learning beyond the school day. While offered schoolwide to ensure access for all students, this action is principally directed toward unduplicated pupils because they often benefit from increased instructional time, targeted support, and opportunities for engagement that help improve academic achievement and school connectedness. Effectiveness will be measured through student participation rates, attendance data, academic performance, progress toward grade-level standards, and student engagement indicators.	• Attendance and participation at extended learning times • Student survey • LCAP survey
Goal 2 Action 6	• High school, college, trade, and non-college career readiness	Providing support for high school, college, trade school, and career readiness helps students develop educational and career goals, understand postsecondary options, and prepare for successful transitions beyond graduation. While implemented schoolwide to ensure all students have access to these opportunities, this action is principally directed toward unduplicated pupils because they often require additional guidance and support to navigate postsecondary pathways. Effectiveness will be measured through graduation rates, college and career readiness indicators, completion of postsecondary applications, student participation in career exploration activities, and student surveys regarding postsecondary preparedness.	• Field lessons to college • Student surveys

Goal 2 Action 7	• Recruit, hire, and retain teachers, substitutes, and support staff	Recruiting, hiring, and retaining highly qualified personnel helps provide stable learning environments, high-quality instruction, and timely support services that are critical to improving student outcomes. While this action is implemented schoolwide to support all students, it is principally directed toward unduplicated pupils because these students are most impacted by staffing shortages, turnover, and disruptions in instructional continuity. Effectiveness will be measured through staff retention rates, teacher credentialing and qualification data, vacancy rates, student achievement outcomes, and stakeholder feedback regarding the quality and consistency of services.	• Retention annual rates • Teacher qualification requirements • Stakeholder feedback
Goal 2 Action 8	• Access to healthy meals ○ Specifically for unduplicated pupils	Providing nutritious meals supports student health, readiness to learn, attendance, and engagement in the educational program. While this action is implemented schoolwide to ensure all students have access to healthy meals, it is principally directed toward unduplicated pupils because they are more likely to benefit from school-based nutrition services. Effectiveness will be measured through meal participation rates, attendance data, student engagement indicators, and stakeholder feedback regarding student wellness and access to nutrition.	• Meal paricipation rates • Student surveys • LCAP surveys

Goal 3
Action 1
	Parent and Community Involvement	Parent and community involvement activities increase family engagement, improve communication, and support student academic and social-emotional success. While implemented schoolwide to encourage meaningful participation from all families, this action is principally directed toward unduplicated pupils because increased family engagement has been shown to positively impact outcomes for students who may face additional barriers to success. Effectiveness will be measured through parent participation rates, family engagement surveys, attendance at school events and meetings, and student academic and engagement outcomes.	• LCAP surveys
			• Parent workshops
			  ○ ELA
			  ○ Math
			• School-wide event attendance rates

Goal 3 Action 2	Communication with Families and Community	Effective communication supports student success by increasing family awareness of academic progress, school programs, expectations, and available resources. While implemented schoolwide to ensure all families receive timely information, this action is principally directed toward unduplicated pupils because consistent communication is especially important for families who may face language, economic, or access barriers. Effectiveness will be measured through parent engagement data, survey responses, communication platform usage, attendance at school events, and student academic and attendance outcomes.	• LCAP survey • Home-School Connect messaging system usage

Goal 3
Action 3
	Parent Educator Support	Parent Educator Support strengthens the ability of families to support student learning by providing guidance on academic expectations, school systems, and strategies for supporting student success at home. While implemented schoolwide to ensure all families have access to support services, this action is principally directed toward unduplicated pupils because these students benefit most from strengthened home–school partnerships and additional family outreach. Effectiveness will be measured through parent participation rates, family engagement surveys, attendance at workshops or support sessions, and student academic and attendance outcomes.	• Parent Workshops
			  ○ ELA
			  ○ Math
			• LCAP surveys
			• Participation rates at workshops

Goal 3
Action 4
	School Wide Professional Development Community	This collaborative structure supports continuous improvement in instructional practices, data-driven decision-making, and alignment of teaching strategies to standards-based curriculum. While implemented schoolwide to ensure consistent professional learning and instructional coherence across all classrooms, this action is principally directed toward unduplicated pupils because improved instructional quality and consistency has the greatest impact on students who require additional academic support. Effectiveness will be measured through teacher participation in professional learning communities, implementation of instructional strategies, classroom observation data, student achievement results, and progress toward state and local academic goals.	• Academic data
			  ○ Weekly assessments
			  ○ NWEA
			  ○ CAASPP
			• Staff surveys

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 1, 2	Access to Standards based instructional curriculum and materials - Specifically for unduplicated pupils Intervention programs - Specifically for unduplicated pupils	This action will be primarily directed towards our unduplicated pupils. Unduplicated student groups, including English learners, low-income students, and foster youth, require equitable access to high-quality, standards-aligned curriculum and instructional materials to support academic achievement and grade-level learning. This action ensures that students have access to current standards-based resources, instructional materials, and learning tools that support rigorous instruction and address diverse learning needs. By providing consistent access to these materials, the school aims to reduce achievement gaps and increase student engagement and mastery of academic standards. Intervention programs action provides targeted intervention programs that offer supplemental instruction, individualized support, and evidence-based strategies designed to accelerate student learning and improve academic outcomes. By identifying and addressing areas of need through timely interventions, students receive the support necessary to make meaningful academic progress.	• Academic Data ○ Weekly assessments ○ NWEA ○ ELPAC
Goal 1 Action 3	Assessment - Specifically for unduplicated pupils	This action provides access to formative, benchmark, and diagnostic assessments that inform instruction and guide targeted interventions to improve student achievement. Assessment data enables educators to monitor progress, adjust instructional strategies, and ensure students receive timely support aligned to their individual needs.	• Academic Data ○ Weekly assessments ○ NWEA ○ ELPAC • MTSS monitoring

Goal 1 Action 5	Professional Development - Enhance ELD and support for unduplicated pupils	This action will be primarily directed towards our EL population. 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.	• Academic Data ○ Weekly assessments ○ NWEA ○ ELPAC
Goal 2 Action 3	Access to social and emotional supports - Specifically for unduplicated pupils	This action provides access to counseling services, social-emotional learning opportunities, and other supportive resources designed to promote student well-being and foster a positive school climate. By addressing students' social and emotional needs, the school seeks to improve student engagement, resilience, and readiness to learn.	• Behavior and discipline data • Student surveys • Academic progress
Goal 2 Action 8	Access to healthy meals - Specifically for unduplicated pupils	This action ensures that students have access to healthy, balanced meals throughout the school day to support their physical well-being and readiness to learn. By reducing barriers related to hunger and nutrition, the school aims to increase student engagement, attendance, and overall academic success.	• Meal participation rates • Student surveys • Attendance data

Insert or delete rows, as necessary.

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

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 Preparatory Academy of Business is committed to recruiting and retaining highly qualified instructional staff to deliver a comprehensive and effective educational program for all students. In addition to certificated teachers, the school has allocated additional support staff to implement targeted intervention programs, with a particular focus on unduplicated pupils. These staff members collaborate closely with credentialed teachers to design and implement individualized support plans that address specific student needs.

To further support academic growth, staff are also assigned to provide after-school tutoring services, offering students additional opportunities to strengthen their skills and improve performance. English Language Arts and Mathematics remain the primary areas of instructional focus, with the overarching goal of ensuring all students achieve proficiency in these core subjects.

Recognizing the critical connection between social-emotional well-being and academic success, the school has also employed a Social-Emotional Specialist. This individual provides targeted support through small-group and individualized sessions, addressing students' mental and emotional needs. This integrated approach ensures that students are supported holistically, enabling them to engage more effectively in their learning and achieve positive academic outcomes.

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

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year
2026-27	$ 2,143,655	$ 499,318	23.293%	0.000%	23.293%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,294,310	$ 801,076	$ -	$ 255,882	$2,351,267.85	$ 1,289,876	$ 1,061,392

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Access to Standards Based Instructional Curriculum and Materials	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 37,094	$ 37,094	$ -	$ -	$ -	$ 37,094	0.000%
1	1 (Continued)	Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ -	$ 38,473	$ 38,473	$ -	$ -	$ -	$ 38,473	0.000%
1	2	Intervention Programs	All	No	LEA-wide	N/A	All	On-Going	$ 340,021	$ 26,906	$ 192,856	$ 106,776	$ -	$ 67,294	$ 366,926	0.000%
1	2 (Continued)	Intervention Programs (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 331,979	$ -	$ 331,979	$ -	$ -	$ -	$ 331,979	0.000%
1	3	Assessment	All	No	LEA-wide	N/A	All	On-Going	$ 5,186	$ 52,594	$ 10,352	$ 47,427	$ -	$ -	$ 57,780	0.000%
1	3 (Continued)	Assessment (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 18,983	$ 5,000	$ 23,983	$ -	$ -	$ -	$ 23,983	0.000%
1	4	Professional Development (Enhance Curriculum and Instruction)	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 34,601	$ -	$ 27,814	$ -	$ 6,787	$ 34,601	0.000%
1	5	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	English Learners	Yes	Limited	English Learners	All	On-Going	$ -	$ 5,405	$ 5,405	$ -	$ -	$ -	$ 5,405	0.000%
1	6	Access to Technology	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 105,755	$ 105,755	$ -	$ -	$ -	$ 105,755	0.000%
1	7	Director of Curriculum and Instruction	All	No	LEA-wide	N/A	All	On-Going	$ 23,893	$ -	$ 19,893	$ 4,000	$ -	$ -	$ 23,893	0.000%
2	1	Access to a clean, safe, and well- maintained facility	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 179,731	$ 169,731	$ -	$ -	$ 10,000	$ 179,731	0.000%
2	2	Access to a well-rounded program	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 96,688	$ 96,688	$ -	$ -	$ -	$ 96,688	0.000%
2	3	Access to social and emotional supports	All	No	LEA-wide	N/A	All	On-Going	$ 25,080	$ 5,000	$ 12,742	$ 17,338	$ -	$ -	$ 30,080	0.000%
2	3 (Continued)	Access to social and emotional supports (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ 29,520	$ -	$ 29,520	$ -	$ -	$ -	$ 29,520	0.000%
2	4	Celebrations and Awards	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 17,462	$ 17,462	$ -	$ -	$ -	$ 17,462	0.000%
2	5	After School Program	All	No	LEA-wide	N/A	All	On-Going	$ 366,676	$ 173,803	$ 5,618	$ 534,862	$ -	$ -	$ 540,480	0.000%
2	6	High School, College, Trade School, and non-college Career Readiness	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 400	$ 400	$ -	$ -	$ -	$ 400	0.000%
2	7	Recruit, hire, and retain teachers, substitutes, and support staff	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 14,360	$ 14,360	$ -	$ -	$ -	$ 14,360	0.000%
2	8	Access to Healthy Meals	All	No	LEA-wide	N/A	All	On-Going	$ 109,681	$ 175,107	$ 51,629	$ 61,358	$ -	$ 171,801	$ 284,788	0.000%
2	8 (Continued)	Access to Healthy Meals (specifically for Unduplicated Pupils)	Unduplicated Pupils	Yes	LEA-wide	All	All	On-Going	$ -	$ 76,611	$ 76,611	$ -	$ -	$ -	$ 76,611	0.000%
3	1	Parent and Community Involvement	All	No	LEA-wide	N/A	All	On-Going	$ 21,607	$ 7,083	$ 28,690	$ -	$ -	$ -	$ 28,690	0.000%
3	2	Communication with Families and Community	All	No	LEA-wide	N/A	All	On-Going	$ 17,250	$ -	$ 17,250	$ -	$ -	$ -	$ 17,250	0.000%
3	3	Parent Educator Support	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 7,819	$ 7,819	$ -	$ -	$ -	$ 7,819	0.000%
3	4	School Wide Professional Development Community	All	No	LEA-wide	N/A	All	On-Going	$ -	$ 1,500	$ -	$ 1,500	$ -	$ -	$ 1,500	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,143,655	$ 499,318	23.293%	0.000%	23.293%	$ 505,971	0.000%	23.603%	**Total:**	$ 505,971
								LEA-wide Total:	$ 500,566
								Limited Total:	$ 5,405
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1 (Continued)	Access to Standards Based Instructional C	Yes	LEA-wide	All	All	$ 38,473	0.000%
1	2 (Continued)	Intervention Programs (specifically for Und	Yes	LEA-wide	All	All	$ 331,979	0.000%
1	3 (Continued)	Assessment (specifically for Unduplicated F	Yes	LEA-wide	All	All	$ 23,983	0.000%
1	5	Professional Development (Enhance ELD a	Yes	Limited	English Learners	All	$ 5,405	0.000%
2	3 (Continued)	Access to social and emotional supports (s	Yes	LEA-wide	All	All	$ 29,520	0.000%
2	8 (Continued)	Access to Healthy Meals (specifically for Ur	Yes	LEA-wide	All	All	$ 76,611	0.000%

2026-27 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,351,267.85	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Access to Standards Based Instructional Curriculum and Materials	No	$ 37,094	$ -
1	1 (Continued)	Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Yes	$ 38,473	$ -
1	2	Intervention Programs	No	$ 366,926	$ -
1	2 (Continued)	Intervention Programs (specifically for Unduplicated Pupils)	Yes	$ 331,979	$ -
1	3	Assessment	No	$ 57,780	$ -
1	3 (Continued)	Assessment (specifically for Unduplicated Pupils)	Yes	$ 23,983	$ -
1	4	Professional Development (Enhance Curriculum and Instruction)	No	$ 34,601	$ -
1	5	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Yes	$ 5,405	$ -
1	6	Access to Technology	No	$ 105,755	$ -
1	7	Director of Curriculum and Instruction	No	$ 23,893	$ -
2	1	Access to a clean, safe, and well- maintained facility	No	$ 179,731	$ -
2	2	Access to a well-rounded program	No	$ 96,688	$ -
2	3	Access to social and emotional supports	No	$ 30,080	$ -
2	3 (Continued)	Access to social and emotional supports (specifically for Unduplicated Pupils)	Yes	$ 29,520	$ -
2	4	Celebrations and Awards	No	$ 17,462	$ -
2	5	After School Program	No	$ 540,480	$ -
2	6	High School, College, Trade School, and	No	$ 400	$ -
2	7	Recruit, hire, and retain teachers, substitutes,	No	$ 14,360	$ -
2	8	Access to Healthy Meals	No	$ 284,788	$ -
2	8 (Continued)	Access to Healthy Meals (specifically for	Yes	$ 76,611	$ -
3	1	Parent and Community Involvement	No	$ 28,690	$ -
3	2	Communication with Families and Community	No	$ 17,250	$ -
3	3	Parent Educator Support	No	$ 7,819	$ -
3	4	School Wide Professional Development	No	$ 1,500	$ -

2026-27 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 505,971	$ -	$ 505,971	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Access to Standards Based Instructional Curriculum and Materials	No	$ -	$ -	0.000%	0.000%
1	1 (Continued)	Access to Standards Based Instructional Curriculum and Materials (specifically for Unduplicated Pupils)	Yes	$ 38,473		0.000%	0.000%
1	2	Intervention Programs	No	$ -	$ -	0.000%	0.000%
1	2 (Continued)	Intervention Programs (specifically for Unduplicated Pupils)	Yes	$ 331,979		0.000%	0.000%
1	3	Assessment	No	$ -	$ -	0.000%	0.000%
1	3 (Continued)	Assessment (specifically for Unduplicated Pupils)	Yes	$ 23,983		0.000%	0.000%
1	4	Professional Development (Enhance Curriculum and Instruction)	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development (Enhance ELD and Support for Unduplicated Pupils)	Yes	$ 5,405		0.000%	0.000%
1	6	Access to Technology	No	$ -	$ -	0.000%	0.000%
1	7	Director of Curriculum and Instruction	No	$ -	$ -	0.000%	0.000%
2	1	Access to a clean, safe, and well- maintained facility	No	$ -	$ -	0.000%	0.000%
2	2	Access to a well-rounded program	No	$ -	$ -	0.000%	0.000%
2	3	Access to social and emotional supports	No	$ -	$ -	0.000%	0.000%
2	3 (Continued)	Access to social and emotional supports (specifically for Unduplicated Pupils)	Yes	$ 29,520		0.000%	0.000%
2	4	Celebrations and Awards	No	$ -	$ -	0.000%	0.000%
2	5	After School Program	No	$ -	$ -	0.000%	0.000%
2	6	High School, College, Trade School, and	No	$ -	$ -	0.000%	0.000%
2	7	Recruit, hire, and retain teachers, substitutes, and	No	$ -	$ -	0.000%	0.000%
2	8	Access to Healthy Meals	No	$ -	$ -	0.000%	0.000%
2	8 (Continued)	Access to Healthy Meals (specifically for	Yes	$ 76,611		0.000%	0.000%
3	1	Parent and Community Involvement	No	$ -	$ -	0.000%	0.000%
3	2	Communication with Families and Community	No	$ -	$ -	0.000%	0.000%
3	3	Parent Educator Support	No	$ -	$ -	0.000%	0.000%
3	4	School Wide Professional Development	No	$ -	$ -	0.000%	0.000%

2026-27 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	0.000%	0.000%	$ -	0.000%	0.000%	$ -	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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.
  - 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).
        - 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.
  - 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;
    - o **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,

- o 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:
    - o 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.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **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.
    - 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.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- 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.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - 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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

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

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the 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.

- 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 %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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