LCFF Budget Overview for Parents

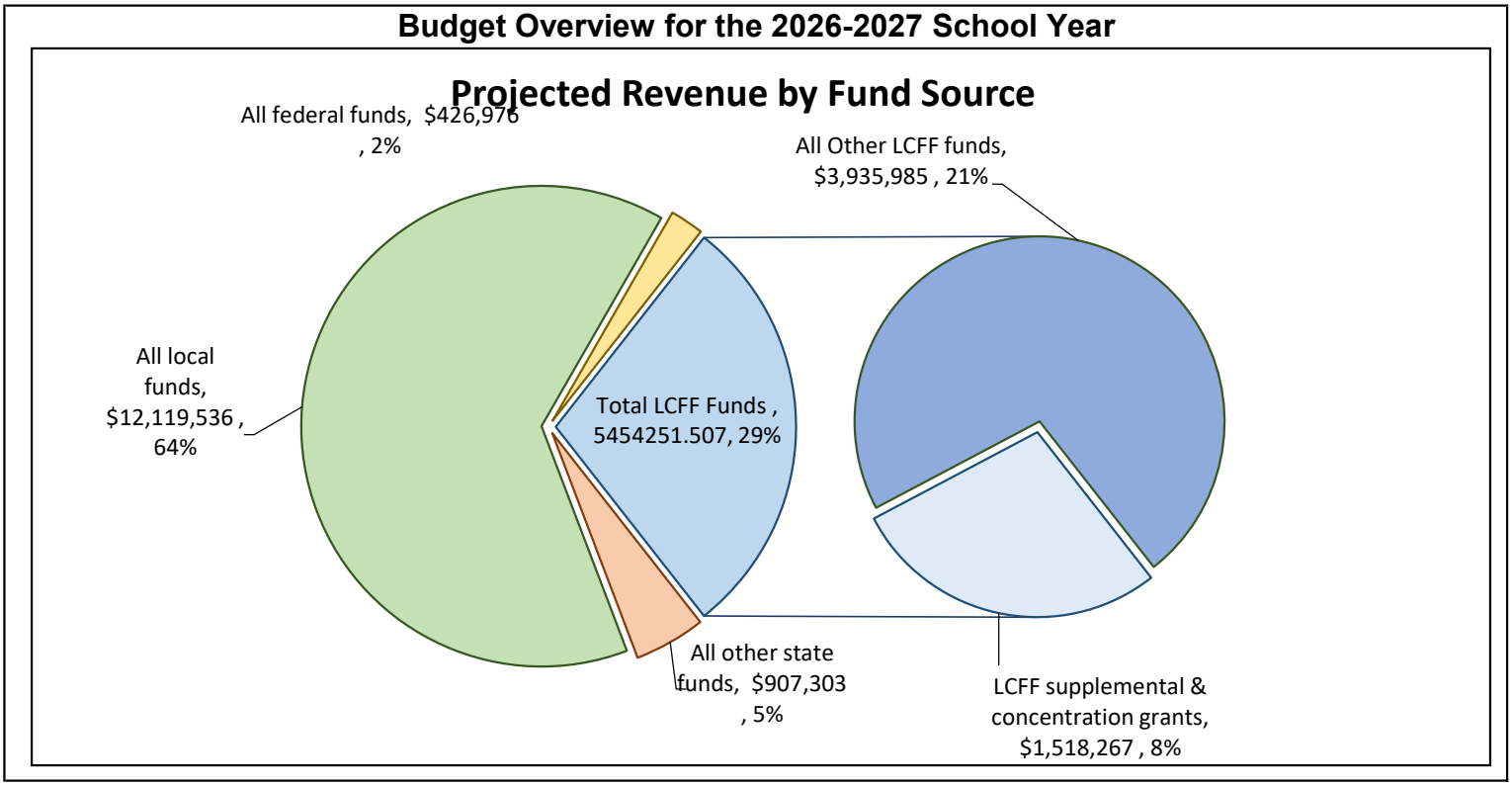
Local Educational Agency (LEA) Name: The SEED School of Los Angeles County

CDS Code: 19101990140962

School Year: 2026-2027

LEA contact information: Dr. Jubria Lewis, Head of School, jlewis@seedschoolla.org

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

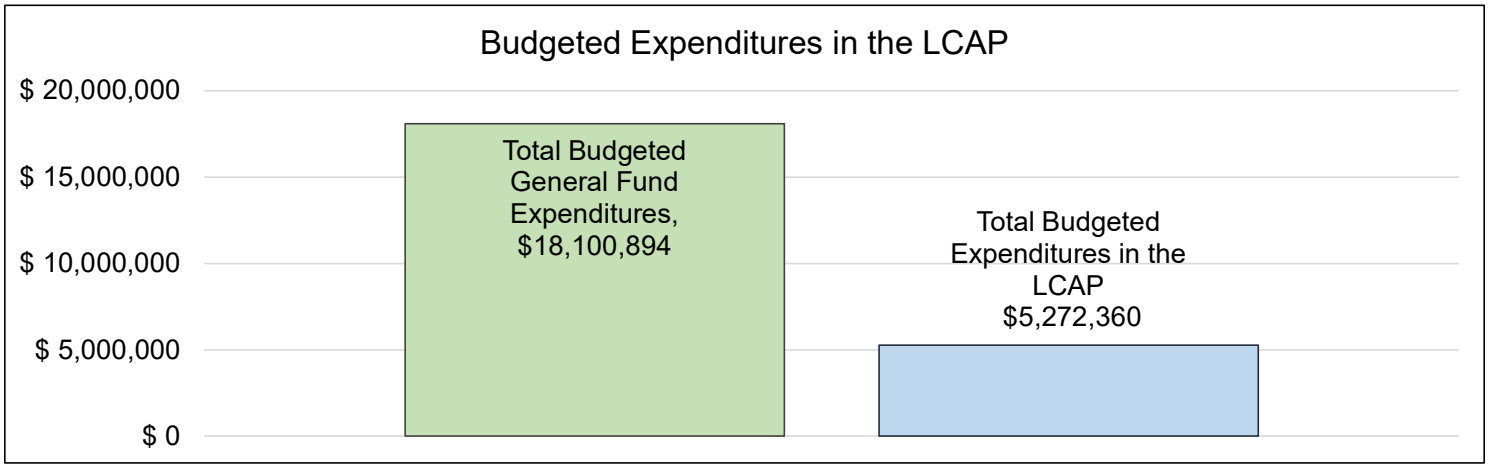


This chart shows the total general purpose revenue The SEED School of Los Angeles County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The SEED School of Los Angeles County is $18,908,066.55, of which $5,454,251.51 is Local Control Funding Formula (LCFF), $907,302.78 is other state funds, $12,119,536.00 is local funds, and $426,976.26 is federal funds. Of the $5,454,251.51 in LCFF Funds, $1,518,266.76 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much The SEED School of Los Angeles County plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

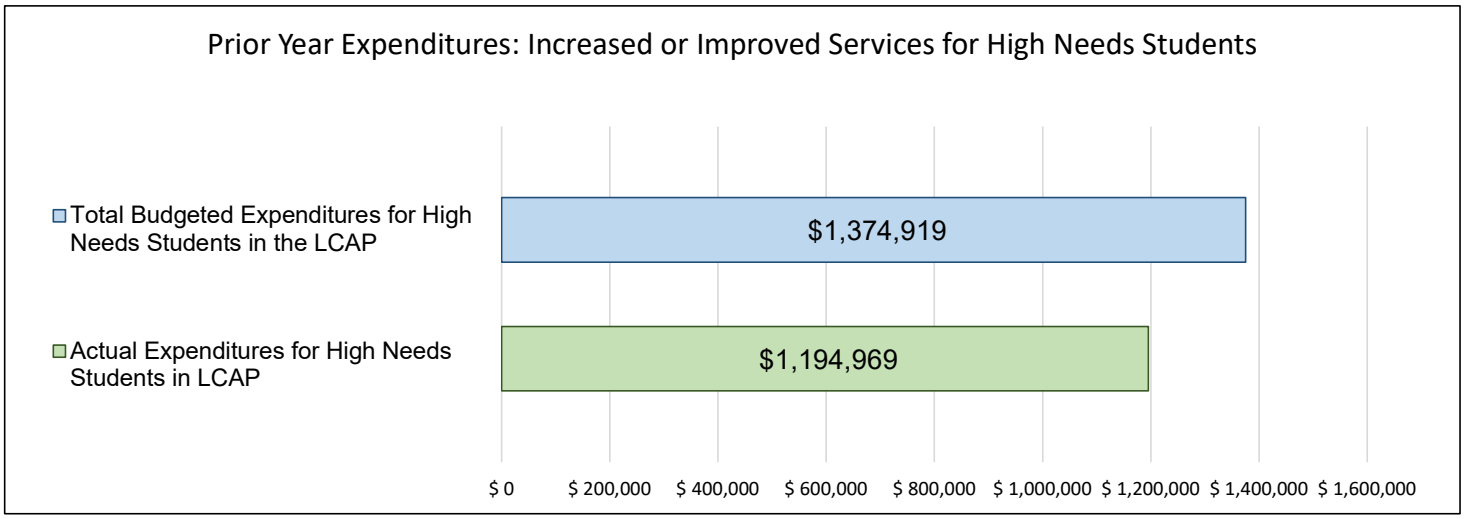
The text description of the above chart is as follows: The SEED School of Los Angeles County plans to spend $18,100,893.97 for the 2026-2027 school year. Of that amount, $5,272,360.00 is tied to actions/services in the LCAP and $12,828,533.97 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, The SEED School of Los Angeles County is projecting it will receive $1,518,266.76 based on the enrollment of foster youth, English learner, and low-income students. The SEED School of Los Angeles County must describe how it intends to increase or improve services for high needs students in the LCAP. The SEED School of Los Angeles County plans to spend $1,518,267.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



This chart compares what The SEED School of Los Angeles County budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what The SEED School of Los Angeles County estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-2026, The SEED School of Los Angeles County's LCAP budgeted $1,374,918.62 for planned actions to increase or improve services for high needs students. The SEED School of Los Angeles County actually spent $1,194,969.30 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $179,949.32 had the following impact on The SEED School of Los Angeles County's ability to increase or improve services for high needs students:

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
The SEED School of Los Angeles County	Dr. Jubria Lewis, Head of School	jlewis@seedschoolla.org 202-705-8718

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.

The SEED School of Los Angeles County (SEED LA) is a college-prep boarding school for career readiness in transportation infrastructure, STEM, and the humanities. SEED LA believes in access to quality education and college completion as a solution to urban poverty. Our mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college and beyond. The SEED School of Los Angeles County is a boarding school that provides housing for all students 5 days a week (24 hours a day), operating 180 instructional days, providing a learning environment model that deepens student learning, including tutoring & life skills opportunities before and after school hours.

SEED's program model is built upon three pillars: college prep academics, social and emotional learning, and college knowledge and advice. We do this by partnering with urban communities to design and implement an innovative model that integrates a rigorous academic program with a nurturing boarding school program.

In the 2025-26 school year, The SEED School of LA County completed its fourth year of operation, serving 278 students in grades 9-12, with the following student demographic: 49.6% Hispanic, 46% African American, 1.4% Multiple Races, 1.1% White, 1.1% American Indian, 23.7% Students with Disabilities (SWD), 9% English Learners (EL), 2.9% Foster Youth, and 91% Socioeconomically Disadvantaged (SED).

SEED LA graduated its first class in June 2026. As of January 2026, scholars had already earned 281 college acceptances, 156 scholarships and grants, and more than $10 million in total scholarship funding and institutional aid. Our graduating class included two Posse Scholarship winners and a QuestBridge finalist.

EQUITY MULTIPLIER FUNDS

The SEED School of Los Angeles County is eligible for Equity Multiplier Funds (EMF). Schools with prior year nonstability rates greater than 25%, and Socioeconomically Disadvantaged (SED) pupil rates greater than 70%, as reported in the CA Department of Education (CDE) stability rate data file, are eligible for LCFF Equity Multiplier funding (EMF). California Education Code *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. (Source: CDE EMF)

EMF funds require that SEED LA develop required focus goal(s) in collaboration with its educational partners which took place during Spring 2024 and outlined in the section “Engaging Educational Partners.” Through our ongoing collaborative conversations with our educational partners, we identified two major areas to implement evidence-based services and supports:

1. Supporting teachers with clearing their credentials through a teacher induction program offered at the Los Angeles County Office of Education (LACOE). (See LCAP Goal 4)

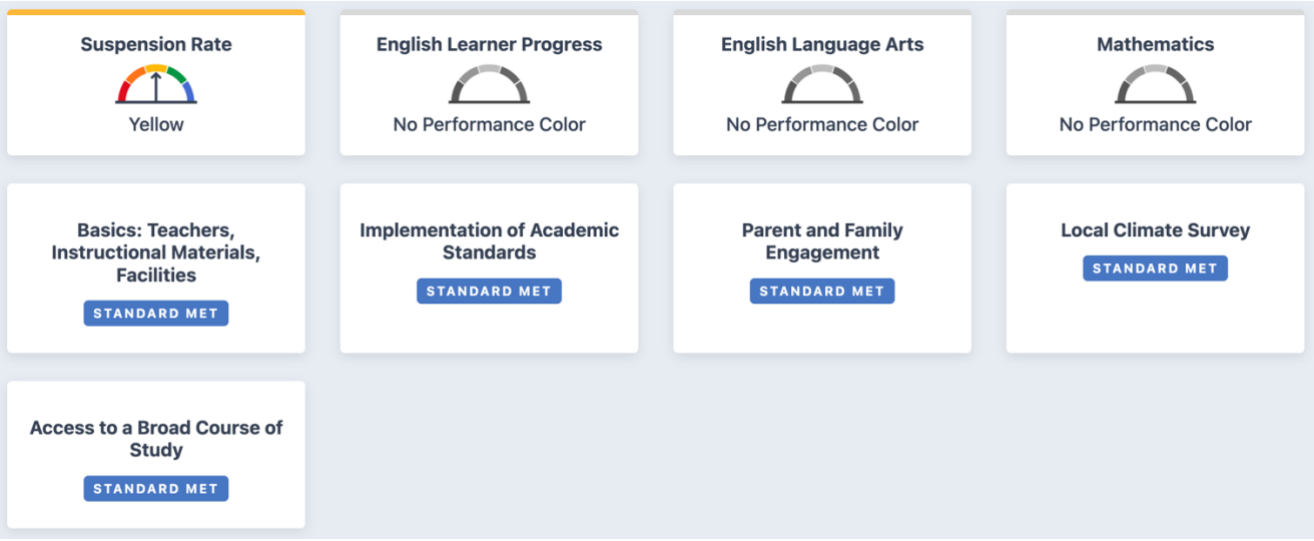
2. Need to strengthen & implement schoolwide Positive Behavioral Intervention & Supports (PBIS) to implement evidence-based positive, and proactive practice that support and respond to students’ social, emotional, and behavioral (SEB) needs in classrooms and learning environment. reduce suspension rates; and chronic absenteeism through schoolwide. (See LCAP Goal 5)

As a Title I, Charter School, SEED School of Los Angeles County has developed an LCAP that will also serve as the School Plan for Student Achievement (SPSA) and met the stakeholder engagement requirements outlined in CA EC 64001(j).

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard shows a significant decline in Suspension Rate (Yellow), our first published data for English Language Arts (ELA) and Mathematics performance on CAASPP, and a decline in English Learner Progress (ELPI). All local indicators were met. As a slow-growth model high school with its first cohort of 12th graders graduating this year, California School Dashboard data is currently limited and must be supplemented where possible with internal or progress data.



2025 California School Dashboard

ELA and Math Performance

In the analysis of SEED's ELA and math performance on CAASPP, some testing administration context is relevant. During the 2024–2025 testing cycle, SEED LA identified that eleven students were incorrectly administered the California Alternate Assessment (CAA). In consultation with the California Department of Education (CDE), SEED LA proactively invalidated these assessments to ensure full compliance with state and federal assessment requirements. While these students met participation requirements, their records were excluded from aggregate proficiency scores and replaced with the lowest possible scores (for ELA, -333; for Math, -340). This administrative adjustment materially impacted the resulting Dashboard data and is entirely unrelated to instructional quality, student learning, or academic program performance. SEED LA has since reinforced its pre-administration IEP verification protocols to prevent future discrepancies.

With that context in mind, SEED continues to document academic proficiency through a combination of CAASPP results, measured both by Distance From Standard (DFS) and the percentage of students who met or exceeded the standard, as well as NWEA MAP verified data results. The CDE defines "one year's progress" on NWEA MAP as a School Conditional Growth Index of -0.2 to 0.2 when measuring Fall-to-Spring growth. A CGI higher than 0.2 would be considered more than one year's progress.

While ELA performance on CAASPP measured by DFS was below the state average overall and for all student groups, a more comprehensive review of the data tells a more complicated story.

Students	ELA DFS	ELA CAASPP % Met/Exceeded	NWEA MAP Reading CGI
All	-88.5	42.42%	9: 0.13 10: 0.37 11: 0.86
African-American	-105.1	50%	9: -0.16 10: 0.53 11: 0.83
Hispanic	-49.9	37.50%	9: 0.37 10: 0.19 11: 1.04
SED	-88.5	40.63%	9: 0.13 10: 0.37 11: 0.86
SWD	-231.8	N/A	9: -1.12 10: 0.68 11: 0.59
EL	N/A	N/A	N/A
LTEL	N/A	N/A	N/A

Students	Math DFS	Math CAASPP % Met/Exceeded	NWEA MAP Math CGI
All	-157.2	15.15%	9: 0.32 10: 0.39 11: 0.58
African-American	-159.4	18.75%	9: 0.25 10: 0.51 11: 0.57
Hispanic	-153.8	6.25%	9: 0.56 10: 0.27 11: -0.03
SED	-157.2	15.63%	9: 0.32 10: 0.39 11: 0.58
SWD	-286.2	N/A	9: -0.99 10: 1.66 11: 0.67
EL	N/A	N/A	N/A
LTEL	N/A	N/A	N/A

ELA performance schoolwide achieved a Distance From Standard (DFS) of -88.5, below the state average. SED students matched the schoolwide performance. African-American students had a DFS of -105.1, while Hispanic students had a DFS of -49.9; measured by CGI, however, both groups achieved at least one year's growth. SWD, the student group most significantly impacted by the testing error, had a reported DFS of -231.8. NWEA MAP results, however, continued to demonstrate more than a year's progress for 10th and 11th grade SWD. 9th graders with disabilities were the only group to not meet the one year's progress threshold.

Math performance as measured by DFS was significantly below the state average overall with a DFS of -157.2, and for all subgroups. Proficiency rates were also lower than for ELA performance. Again, SED students matched the schoolwide performance. NWEA CGI data, however, shows a strong and consistent growth trend overall and for all subgroups, except for 9th grade SWD. 10th and 11th grade SWD significantly exceeded the one year's growth metric. In fact, all other subgroups exceeded one year's growth except 11th grade Hispanic students.

In response to this data and the Los Angeles County Office of Education's Renewal Status Notification Letter, SEED conducted a root cause analysis and an actionable Mid-Year Plan addressing ELA performance, Math performance, ELPI, and Suspension Rate. To continue to support ELA and math progress, the following Instructional Action Plan was shared:

Instructional Action Plan (Already in Implementation)

Our instructional framework centers on GLEAM Instruction:

Priority 1: Consistent, rigorous bell-to-bell instruction

Priority 2: Data-Driven Instruction via daily Exit Tickets

Priority 3: Advisory as academic monitoring hub

Key Structures:

• Weekly data meetings

• Bi-weekly instructional coaching cycles

• Intellectual Preparation Planning (IPP)

• Exit Ticket analysis protocol

• Panorama academic and SEL monitoring

• Grade-level PLC vertical alignment

• Advisory monitoring of GPA and attendance

Progress Monitoring:

• Daily exit ticket mastery tracking

• Weekly PLC standard mastery reviews

• Monthly MAP growth analysis

• Board-level academic dashboard reviews each quarter

Science Performance

Science performance was included for informational purposes, and SEED achieved 36.2 "science points." As measured by the percentage of students meeting or exceeding the standard, SEED was just below the state average of 32.7% with an overall percentage of 29%. 42.8% of African-American

students met or exceeded the standard, more than double the state average. 18.8% of Hispanic students met or exceeded the standard, and 26.7% of SED students, also above the state average.

Suspension Rate

SEED's suspension rate declined a remarkable 25.7 points from 2023-24, earning a Yellow rating with a suspension rate of 9.9%. SEED's boarding school model also means that students are on-campus and under school supervision and discipline for 24 hours a day, 5 days a week; however, this progress shows the success of SEED's comprehensive intervention and school culture approach. There were no student groups in the Red performance level. African-American students saw a 25.9 point decline in suspension rate to 16.4%, while Students with Disabilities (SWD) saw an even larger decline of 32.4 points to an 11.9% suspension rate. Both groups were in the Orange performance level, as these rates still exceed the state average. The SED student suspension rate paralleled the overall rate, declining 26.6 points to 9.8% in the Yellow performance level. The suspension rate for Hispanic students was in the Green performance level, declining 25.1% to 3.3%, very close to the state average of 3%. ELs achieved a 0% suspension rate, a reduction of 10.5 points, as did Long-Term English Learners (LTELs), whose suspension rate decreased by 8.3 points.

Context and Root Cause: SEED LA operates as a 24-hour, 5-day residential model. Student incidents occur across both instructional and boarding settings, increasing exposure time relative to traditional day schools.

Primary root causes identified:
• Freshman transition challenges
• Conflict resolution skill deficits
• Adultification bias impacting female students
• Disproportionate impact on African American scholars

50% Reduction Plan (In Implementation)

1. Restorative & Reflection Center: Evening Dean operates structured restorative response during Student Life programming:
• Commitment Plans
• Reflection protocols
• Safety stabilization before reintegration
2. Tier 2 & Tier 3 SEL Champion Groups: Led by Dr. Aliah Majon (SEL & RJ Specialist) – Particularly as part of our plan with the GENIUS Community of Practice (COP)
3. Valor Compass Camp: Culture-building intensive focused on:
• Communication
• Belonging
• Identity safety
4. Peer Group Connection: Upperclass mentoring for 9th graders (high suspension entry point).
5. GENIUS Community of Practice: Focused on African American Achievement anomaly analysis.
6. Adultification Bias Training: Implemented to address disproportionate discipline patterns among girls.

Progress Monitoring:
• Monthly suspension dashboard review

• Incident disaggregation by race, gender, grade
• Board discipline oversight report quarterly

Target: Reduce suspension rate by 50% by June 2026.

English Learner Progress

English Learner Progress declined by 35 points to 11.1%, but was not yet eligible for a color performance level. The state average was 46.4%. In 2024, there were no ELs who decreased at least one ELPI level; in 2025, 27.8% of ELs decreased at least one level. The percentage of ELs maintaining their ELPI level also increased from 53.8% to 61.1%. 5.6% of ELs maintained ELPI Level 4, suggesting these students should be prioritized for support with other reclassification criteria in order to redesignate.

Root Causes
• First-year EL teacher new to SEED model and systems
• Inconsistent ELDS integration across content classrooms
• Lack of unified EL progress monitoring tool

Our formal English Learner Plan now includes:
1. Structured English Immersion & ELD
• Push-In support (Level 3)
• Pull-Out small group instruction (Levels 1-2)
• 60–120 minutes weekly targeted ELD

2. Sheltered Instruction (SIOP Model)
• All content teachers trained in SIOP
• Monthly walkthroughs using EL Accommodations Checklist

3. Progress Monitoring
• Quarterly GPA reviews
• Exit ticket language analysis
• MAP Fall-Winter and Fall-Spring growth monitoring

Notably, our internal MAP EL growth data shows:
• 60% Fall-Winter growth in Math
• 67% Fall-Winter growth in Reading
• 68% Fall-Winter growth in Language Usage

This demonstrates trajectory movement not yet reflected in ELPI.

4. ELLevation Adoption

SEED LA is in the process of acquiring ELLevation to centralize EL monitoring and ensure compliance and accelerated progress.

Expected Outcome: By Spring 2026, SEED LA will meet the state average for ELPI progress.

Chronic Absenteeism & Attendance

Chronic absenteeism declined by 7.9 points to a schoolwide rate of 15.9%, below the state average. SEED's attendance rate increased by a full percentage point to 93.9%. African-American students' absenteeism rate dropped to 19.4%, while Hispanic students' absenteeism rates declined to 11.9%. SED students matched the schoolwide rate, while SWD students were slightly higher at 21.2%. ELs had the lowest absenteeism rate at 8.7%.

Climate Survey Data

School climate survey results stayed largely unchanged, with small improvements in student connectedness, parent perceptions of safety and connectedness, and staff satisfaction. Improving student climate survey results remains an important area of focus.

Graduation Rate data is not yet publicly available, as we graduated our first class this year. Our dropout rate improved to 0.78%, well below the state average.

The College/Career Readiness indicator is also not yet available, due to the lack of published data on alignment between CAASPP testing and SEED's confirmed graduation rate.

The SEED School does not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funding.

SEED School will be using Student Support & Professional Development Block Grant (SSPDBG) funding to support these goals.

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
Teachers and Other School Personnel	**Process Timeline**: February 2026 – June 2026 **Engagement Strategies**: During staff development meetings with teachers we reviewed and discuss the 2025-26 LCAP Midyear Update, Equity Multiplier Funds (EMF), local data (NWEA, behavior, referral), classroom observation data, and solicited input on teacher identified needs as the school grew to its full grade span. Progress towards LCAP goals, as well as proposed goals, actions, and metrics for this year's LCAP were reviewed regularly during PD sessions throughout the year. Teachers and staff also complete annual surveys, providing data for key LCAP metrics as well as input on school progress and priorities. Finally, a public hearing was held on June 25, 2026 at which the draft Plan was presented to the community for review and comment. The agenda was posted 72 hours prior to the public hearing on the school website with a message encouraging all to provide feedback. The agenda was also posted at our school site.
Parents and Community Partners (including Parents of Low-Income Students, English Learners, and Students with Disabilities)	**Process Timeline**: February 2026 – June 2026 **Engagement Strategies**: The Parent Advisory Committee met on Friday, April 4; Friday, May 2; and Friday, June 6 to discuss progress on the LCAP, as well as updates to LCAP goals, actions, metrics, Equity Multiplier Funds, and schoolwide data. Families also complete a school climate survey annually, providing data for key LCAP metrics as well as input on school progress and priorities. Finally, the Parent Advisory Committee held a formal meeting on June 16, 2026 at which the draft Plan was presented to the community for review and comment. The agenda was posted 72 hours prior to the public hearing on the school website with a message encouraging all to provide feedback. The agenda was also posted at our school site.
Students	**Process Timeline**: February 2026 – June 2026 **Engagement Strategies**: In order to ensure that the voice of all students is heard, all students complete a school climate survey at least once a year, providing data for key LCAP metrics as well as input on school progress and priorities. Additionally, a public hearing was held on June 25, 2026 at which the draft Plan was presented to the community for review and comment. The agenda was posted 72 hours prior to the public hearing on the school website with a message encouraging all to provide feedback. The agenda was also posted at our school site.

Principals and Administrators	**Process Timeline**: January 2026 – June 2026 **Engagement Strategies**: The Senior Leadership Team met to discuss the 2025-26 LCAP Midyear Update, Equity Multiplier Funds (EMF), and local data (MTSS). We conducted a needs assessment and our annual survey for students, parents, and staff, and used this data to engage our educational partners (teachers, staff, parents, students, PAC). We identified root causes which influenced the development of the 2026-27 LCAP Goals, actions and metrics, including the development of the 2026-27 Budget.

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

Instructional Quality and Stability (Actions 2.1, 2.3, 4.1C): In response to families requesting a more consistent daily classroom structure, standardized daily agendas, and higher teacher stability in core subjects, the school has prioritized Action 4.1C (Highly Prepared and Qualified Educators) and Action 2.1 (Educational Programs) to recruit, retain, and support core subject teachers. This is paired with Action 2.3 (Core Curriculum) to ensure rigorous, standardized instructional delivery across all grade levels.

Technology Management (Action 2.4): To address parent feedback surrounding reliable access to computers and better tracking of chargers and school-issued devices, Action 2.4 (Technology Learning Platform) has been updated to include refined inventory management systems and dedicated tech resource allocation for students.

Progress Monitoring and Academic Intervention (Actions 1.1, 1.2C): Families emphasized the need for real-time grade visibility, end-of-semester recovery opportunities (such as a "Zero Week"), and extended learning. Consequently, Action 1.1 (Student Assessment of Learning) will focus on strengthening the timeliness of grading platforms, while Action 1.2C (Addressing Academic Barriers) will expand after-school tutoring, peer mentorship, and summer compensatory education programs. Families expressed the desire for stronger test prep for the SAT and ACT; investment in Naviance and strong instructional practices in the classroom are a SEED commitment to ensure every student feels prepared for these high-stakes tests.

Social-Emotional Learning & PBIS (Actions 1.3C, 1.4, 5.1C): To meet the call for uniform high school SEL practices, culturally responsive professional development, and identity-focused learning within Student Life classes, the school leveraged Action 1.3C (Addressing SEL/Behavioral Barriers) and Action 5.1C (Culture of Learning & Respect: PBIS). These actions will build a shared community definition of a "scholar" and embed relationship-building into the school culture. Action 1.4 (Supporting Students with Disabilities) ensures these SEL and behavioral frameworks are universally accessible.

Professional Learning (Action 2.2C): Staff professional development will be directly influenced by feedback requesting enhanced cultural awareness training to better support our diverse student and family demographic.

School Climate & Student Recognition (Action 3.1C): To foster a positive school culture, the school adopted feedback favoring frequent school-wide assemblies and monthly student recognition programs celebrating attendance, leadership, positive behavior, and academic growth.

Parent Engagement & Decision-Making (Actions 3.2, 3.3C): Acknowledging the request for continuous strengthening of school-to-home communication, Action 3.3C (Parent Engagement) and Action 3.2 (Parents: Decision-Making) dedicate resources to expanding formal feedback loops, monthly/quarterly community touchpoints, and collaborative partner meetings.

Goal 1: Additionally, MAP CGI metric were updated to reflect consistent Fall-to-Spring CGI metrics, rather than Fall-to-Winter.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide every student with a standards-aligned, college-preparatory educational program that integrates project-based learning to prepare them to be creative problem-solvers, critical thinkers and culturally competent to be successful in an everchanging world. SEED will utilize multiple forms of data (state/local) to measure, monitor and address each student's academic, social-emotional, behavioral, and mental health needs in alignment win our Multi-tiered System of Supports, CA Community Schools Framework and the 4 Pillars of Community Schools as our school expands annually.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

There is a need to strengthen systems and protocols schoolwide in alignment with the MTSS Framework to ensure universal screeners are used to identify student needs whether academic, social-emotional, behavioral, and/or mental health needs as the school continues to expand by grade levels and enrollment. In addition, there is an urgent need to fully implement, train and coach all staff on PBIS, alternatives to suspension and trauma informed practices to effectively address student behavioral challenges, and improve school climate, student engagement, reduce suspension rates, and school safety. There is also a need to improve communication with educational partners (staff, parents, students) on the behavior policy and attendance policy and ensure systems are in place to ensure implementation of policies and practices, and hold all adults accountable, to improve student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

<table>
<tr>
<td>1.1</td>
<td>NWEA Reading Conditional Growth Index (CGI)
Source: Student Growth Summary Report (internal)</td>
<td>2022-23:
Grade 9: 0.84
Grade 10: N/A
Grade 11: N/A
Grade 12: N/A</td>
<td>2023-24:
Grade 9: 0.42
Grade 10: 0.32
Grade 11: N/A
Grade 12: N/A</td>
<td>2024-25
Grade 9: 0.13
Grade 10: 0.37
Grade 11: 0.86
Grade 12: N/A</td>
<td>0.00 or above for each grade level</td>
<td>Grade 9: -0.71
Grade 10: N/A
Grade 11: N/A</td>
</tr>
<tr>
<td>1.2</td>
<td>NWEA Math CGI
Source: Student Growth Summary Report (internal)</td>
<td>2022-23:
Grade 9: 0.16
Grade 10: N/A
Grade 11: N/A
Grade 12: N/A</td>
<td>2023-24:
Grade 9: 0.88
Grade 10: 0.57
Grade 11: N/A
Grade 12: N/A</td>
<td>2024-25
Grade 9: 0.32
Grade 10: 0.39
Grade 11: 0.58
Grade 12: N/A</td>
<td>0.00 or above for each grade level</td>
<td>Grade 9: +0.16
Grade 10: N/A
Grade 11: N/A</td>
</tr>
<tr>
<td>1.3</td>
<td>% of ELs making progress towards English Language proficiency (ELPI)
Source: CA School Dashboard</td>
<td>2022-23:
N/A due to <11 students</td>
<td>2023-24:
46.2%</td>
<td>2024-25:
11.1%</td>
<td>Meet or exceed state average</td>
<td>N/A</td>
</tr>
<tr>
<td>1.4</td>
<td>EL Reclassification Rate
Source: CALPADS</td>
<td>2022-23: 0%</td>
<td>2023-24: 0%</td>
<td>2024-25: 0%</td>
<td>10%</td>
<td>No change</td>
</tr>
<tr>
<td>1.5</td>
<td>Attendance Rate
Source: CALPADS</td>
<td>2022-23: 93.9%</td>
<td>2023-24: 92.9%</td>
<td>2024-25: 93.9%</td>
<td>95%</td>
<td>No change</td>
</tr>
<tr>
<td>1.6</td>
<td>Chronic Absenteeism Rate
Source: DataQuest</td>
<td>2022-23:
<table>
<tr><th>Students</th><th>Rate</th></tr>
<tr><td>All</td><td>25.9%</td></tr>
<tr><td>African-American</td><td>26.3%</td></tr>
<tr><td>Hispanic</td><td>26.8%</td></tr>
<tr><td>SED</td><td>23.8%</td></tr>
<tr><td>SWD</td><td>27.3%</td></tr>
</table>
</td>
<td>2023-24:
<table>
<tr><th>Students</th><th>Rate</th></tr>
<tr><td>All</td><td>23.8%</td></tr>
<tr><td>African-American</td><td>28.3%</td></tr>
<tr><td>Hispanic</td><td>18.7%</td></tr>
<tr><td>SED</td><td>26.4%</td></tr>
<tr><td>SWD</td><td>27.0%</td></tr>
<tr><td>EL</td><td>20.0%</td></tr>
</table>
</td>
<td>2024-25
<table>
<tr><th>Students</th><th>Rate</th></tr>
<tr><td>All</td><td>15.9%</td></tr>
<tr><td>African-American</td><td>19.4%</td></tr>
<tr><td>Hispanic</td><td>11.9%</td></tr>
<tr><td>SED</td><td>15.9%</td></tr>
<tr><td>SWD</td><td>21.2%</td></tr>
<tr><td>EL</td><td>8.7%</td></tr>
</table>
</td>
<td>
<table>
<tr><th>Students</th><th>Rate</th></tr>
<tr><td>All</td><td>21%</td></tr>
<tr><td>African-American</td><td>25%</td></tr>
<tr><td>Hispanic</td><td>15%</td></tr>
<tr><td>SED</td><td>24%</td></tr>
<tr><td>SWD</td><td>23%</td></tr>
<tr><td>EL</td><td>17%</td></tr>
</table>
</td>
<td>
<table>
<tr><th>Students</th><th>Change</th></tr>
<tr><td>All</td><td>-2.1%</td></tr>
<tr><td>African-American</td><td>2.0%</td></tr>
<tr><td>Hispanic</td><td>-8.1%</td></tr>
<tr><td>SED</td><td>2.6%</td></tr>
<tr><td>SWD</td><td>-0.3%</td></tr>
<tr><td>EL</td><td>N/A</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><td>1.7</td><td>% Students Participating in Elective Courses (Broad Course of Study)
Source: Master Schedule/CALPADS</td><td>2022-23: 100%</td><td>2023-24: 100%</td><td>2024-25: 100%</td><td>100%</td><td>No change</td></tr>
<tr><td>1.8</td><td>% Students Participating in all 5 Components of the Physical Fitness Test (PFT): Grade 9
Source: SARC</td><td>2022-23: 74%</td><td>2023-24: 81%</td><td>2024-25: 87.9%</td><td>100%</td><td>Increased 7%</td></tr>
<tr><td>1.9</td><td>CAASPP ELA by DFS
Source: CA School Dashboard</td><td>N/A</td><td>N/A</td><td><table><tr><th>Students</th><th>DFS</th></tr><tr><td>All</td><td>-88.5</td></tr><tr><td>African-American</td><td>-105.1</td></tr><tr><td>Hispanic</td><td>-49.9</td></tr><tr><td>SED</td><td>-88.5</td></tr><tr><td>SWD</td><td>-231.8</td></tr></table></td><td>Meet or exceed state average</td><td>N/A</td></tr>
<tr><td>1.10</td><td>CAASPP ELA by % Met/Exceeded
Source: CAASPP</td><td>N/A</td><td>N/A</td><td><table><tr><th>Students</th><th>%</th></tr><tr><td>All</td><td>42.42%</td></tr><tr><td>African-American</td><td>50%</td></tr><tr><td>Hispanic</td><td>37.50%</td></tr><tr><td>SED</td><td>40.63%</td></tr><tr><td>SWD</td><td>N/A</td></tr></table></td><td>Meet or exceed state average</td><td>N/A</td></tr>
</table>

1.11	CAASPP Math by DFS Source: CA School Dashboard	N/A	N/A	**Students** / **DFS** All / -157.2 African-American / -159.4 Hispanic / -153.8 SED / -157.2 SWD / -286.2	Meet or exceed state average	N/A
1.12	CAASPP Math by % Met/Exceeded Source: CAASPP	N/A	N/A	**Students** / **%** All / 15.15% African-American / 18.75% Hispanic / 6.25% SED / 15.63%	Meet or exceed state average	N/A
1.13	CAST Source: CAST	N/A	N/A	**Students** / **%** All / 29.03% African-American / 42.86% Hispanic / 18.75% SED / 26.67%	Meet or exceed state average	N/A
1.14	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math Source: CAASPP	N/A	N/A	**Ready** ELA / 15.15% Math / 3.03% **Conditionally Ready** ELA / 27.27% Math / 12.12%	Meet or exceed state average	N/A

1.15	AP Exam Pass Rates Source: CollegeBoard	N/A	N/A	**Total** **12.37%** 2-D Art and Design 0.00% African-American Studies 26.67% English Language 4.35% Physics 1 0.00% Seminar 13.04% Spanish Language 33.33% U.S. History 14.29% World History: Modern 9.09%	20%	N/A

Goal Analysis for 2024-25

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

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

There were no substantive differences, although some actions were less expensive than planned due to lower student enrollment than projected.

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

There were no material differences; however, some actions were less than originally budgeted due to lower than projected enrollment.

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

Based on current data, these actions were largely effective in making progress towards our goal. While CAASPP results were below the state average and somewhat compromised by testing errors, NWEA MAP results indicate = strong growth in reading, and math, with all grades achieving at least one year of growth, and typically more. SEED's ELPI, however, declined, and the EL reclassification rate remained at 0%.

Action 1: Student Assessment of Learning was critical in allowing us to monitor student progress and respond accordingly. Strong data analysis cycles helped support continued student growth in reading and math on NWEA MAP testing.

Action 2: Addressing Academic Barriers to Learning contributed further to student progress, supporting our MTSS Coordinator and intervention programs that helped address student gaps in learning.

Action 3: Addressing SEL/Behavioral Barriers to Learning further supported our MTSS approach, ensuring that students were present and ready to engage in the learning of the day.

Action 4: Supporting Students with Disabilities (SWD) was effective in making sure that all SWD received compliant and supportive services as described in their IEPs and had access to a rigorous and standards-aligned curriculum.

Action 5: College & Career Readiness was effective in ensuring students participated in college/university tours, received effective conferencing support from their teachers, and benefitted from SEED LA's partnership with the SEED Foundation.

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.

Metrics 1.1 and 1.2 were updated to report Fall-to-Spring CGI from the Student Growth Summary Report rather than Fall-to-Winter.

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
1	Student Assessment of Learning	It is essential to administer evidence-based, standards-aligned assessments throughout the school year to assess learning gaps, monitor student progress, develop student growth targets, and deploy appropriate tiered interventions. In addition, all students should be provided access to college-readiness and scholarship-qualifying tests like the PSAT. SEED LA's key assessments include: • NWEA MAP: Reading, Math and Science: 3 times/year • Formative & summative curricular assessments • State mandated assessments: CAASPP, ELPAC, CAST, and PFT • PSAT School leaders and teachers will engage in data analysis on an ongoing basis during Senior Leadership Team meetings, Root Cause Analysis for School Improvement Development, and Weekly Professional Learning Communities. Findings from these assessments will be presented during MTSS meetings; and board meetings.	$11,500	N
2	Addressing Academic Barriers to Learning	The SEED School of Los Angeles County is fully invested in continuing to refine, implement, and deliver a schoolwide Multi-Tiered Systems of Support (MTSS) Model to address barriers to learning. The model will be schoolwide and	$502,136	Y

		owned and facilitated by an MTSS Coordinator who will keep a laser-like focus on students in need of Tiered II and III levels of support. The MTSS Coordinator will lead MTSS meetings using the Panorama data platform, provide tiered interventions to students based on identified needs from universal screeners. The master schedule will include a daily intervention block that will focus on ELA and Math, where teachers will implement high impact evidence-based teaching strategies. The MTSS Coordinator will also provide instructional coaching for teachers on tiered intervention, and support staff. The MTSS Model will include, but not limited to the following: • 75-minute class periods to ensure that high impact teaching strategies are being utilized daily • A daily intervention block that happens for students showing the greatest needs determined by their RIT score on the MAP assessment and guided by the learning continuum that NWEA suggests for RIT score bands. These intervention blocks will be fluid as the Student Support Team (SST) will meet weekly on Thursdays to assess student growth across those suggested standards and skills • Academic Intervention Programs that will be used are IXL, Discovery Education, and the Close Reading and Writing Workshop through the Springboard Curriculum. These interventions will be a combination of computer based that are adaptive and direct instruction offered by a credentialed teacher during the intervention block • Students who need a more intensive intervention plan will have required tutoring in the evening program that can be an extension of the above listed intervention strategies. If the student has an IEP, a credentialed SPED teacher will support in the tutoring/intervention plan. Students have access to tutors from Insight the Mind on Monday and Wednesdays and Study Hall Monday-Thursday evenings in each House.		
3	Addressing SEL/Behavioral Barriers to Learning	SEED LA will implement a comprehensive approach to address SEL and Behavioral Barriers to Learning, including investments in the Panorama survey as a universal screener to identify barriers to learning. Our Multi-tiered Systems of Support (MTSS) will be inclusive to improve overall daily student attendance, reduce chronic absenteeism rates, address social-emotional,	$294,505	Y

		behavioral and mental health needs, reduce suspension rates, and improve overall school culture and climate. The Department of Student Services which includes the Dean of Behavior Support, Social Worker, Psychologist, Nurse, Director of Student Support Services, Special Education teachers, Instructional Assistants, and MTSS Coordinator will ensure the following services are provided to identified students to reduce suspension rates, improve daily attendance, reduce chronic absenteeism, addressing student barriers to learning. ● Led by our Department of Student Support Services, bolstering of our PBIS with Ripple Effects, Millennium 3, CHANGES Mentoring as prevention programs for less desirable behaviors ● Continued use of the Tumaini DC SEL curricula during Advisory and evening programs SEED LA will also join the LACOE PBIS Community of Practice as well as continue work within the SEL Community of Practice within the SEED Network. The school places a significant emphasis on social and emotional learning, intentionally designing programs that enhance students' sense of agency, self-regulation, and intentional learning behaviors. This approach is integral to developing resilient, self-aware individuals prepared for the challenges of post-secondary life.		
4	Supporting Students with Disabilities	SEED LA offers a full inclusion model for students with disabilities. Our Special Education team includes a SpEd Coordinator, two resource teachers, an interventionist, as well as support from outside providers for additional related services. The least restrictive environment gives students full access to the curriculum in the general education setting. Students are enrolled in UC A-G approved courses with the support of the SPED teacher who co-teaches with the general education teacher. With the co-teaching model teachers collaborate in developing lesson plans that provide the appropriate accommodations and modifications per the students' IEP. Students with IEPs, if required, receive Tiered II and III supports during the instructional day and afterschool, including tutoring, and access to online intervention platforms - IXL and Discovery Ed, in a more intense method in our built-in intervention block. Data is reviewed bi-weekly to determine students' mastery and readiness for additional skills. These interventions also include our	$1,043,516	N

		Restorative Development Group where behaviors that are reflecting on their behavioral profile and developing a plan of action. This is a way to mitigate high suspension rates of SWD. The following include key areas of professional development that all teachers (General Education and SpED) will participate in: • The Nuts and Bolts of IDEA • Co-teaching Model 101 • High Leverage Teaching Practices for SWD • Becoming an Anti-Racist Organization (Justice is in the Details of Teaching and Learning) • Understanding the IEP		
5	College & Career Readiness	SEED LA Is committed to ensuring each student is on track to graduate on-time, college and career ready. We have implemented a robust and comprehensive way of positioning our students to be able to persist towards college admissions and then completion. Students are required to take an elective course entitled College Knowledge and Advising during in the 9th grade, an introductory course on the purpose of college, types of colleges, college application process, researching academic majors and careers, with the expectation of the student designing their application package as the capstone project. This college and career ready program is led by our Dean of College Readiness and further strengthened by the development of our future IB program, as well as investments in rigorous and relevant college preparatory electives such as computer science and other Project Lead the Way supported courses. Each year, students participate in college/university tours and learn about the school's programs, and eligibility criteria. SEED covers the AP exam fees for all of our students. SEED LA's innovative approach to learning is highlighted through its unique offerings, such as the Student Metro program for 9th graders, which emphasizes exposure to real-world challenges through project-based learning, critical thinking, and community partnerships. Additionally, the Student Life experience is designed to mirror college life, preparing students for future academic and social challenges through personalized schedules, dorm living, and college readiness activities.	$159,313	Y

		SEED LA's robust partnership with their SEED Foundation, LA Metro, and others ensure their commitment to evidence-based practices and high-quality instruction. Their LA Metro partnership that engages students with their community is an ideal model of college and career readiness.		

Goal

Goal #	Description	Type of Goal
2	Provide all educators with professional development and coaching on both the academic content standards, and evidence-based pedagogical strategies to engage the diverse learning needs of our students. Supporting our educators, leadership, and support staff with professional learning opportunities, to build capacity, expertise, and staff retention that supports our school's mission, vision, and the academic outcomes of the students we serve.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of State Standards

An explanation of why the LEA has developed this goal.

With the annual growth in student enrollment and grades served, there is a need to ensure all teachers receive professional development and instructional coaching on content-area and the use of evidence-based pedagogical strategies. An analysis of our most recent local data, and classroom observations identified the need for all teachers to strengthen the delivery of tiered supports, with lesson plans that provide differentiated instruction, address EL/LTEL language acquisition needs (reading, writing, speaking, and listening), including the learning needs of Students with Disabilities (SWD). There is also a need for general education teachers to collaborate with Special Education educators implementing Universal Design for Learning (UDL), ensure appropriate accommodations and modifications are implemented to provide equitable and differentiated lessons to increase student engagement and improver student learning. Teachers also need additional training in designing rigorous and engaging Project-based Learning lesson plans with problem-based learning through Project Lead the Way.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1 (see also 4.1)	% Teachers Fully Credentialed and Appropriately Assigned Source: DataQuest	2021-22: data not available	2022-23: 6.3%	2023-24: 38.8%	50%	N/A

2.2	% of Students with Access to Standards-Aligned Materials Source: Course Inventory	2022-23: 100%	2023-24: 100%	2024-25: 100%	100%	No change.
2.3	Implementation of the State Academic Content & Performance Standards for all Students, including Enabled EL Access Source: CA School Dashboard	2022-23: ELA: 3 ELD: 3 Math: 3 Social Science: 1 Science: 2 CTE: 2 Health: 2 PE: 2 VAPA: 2 World Language: 2	2023-24: ELA: 4 ELD: 3 Math: 4 Social Science: 3 Science: 3 CTE: 3 Health: 3 PE: 3 VAPA: 3 World Language: 3	2024-25: ELA: 4 ELD: 3 Math: 4 Social Science: 3 Science: 3 CTE: 3 Health: 3 PE: 3 VAPA: 3 World Language: 3	ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: 3 Health: 4 PE: 4 VAPA: 3 World Language: 3	ELA, Math, Science, CTE, Health, PE, VAPA, and World Language all increased by 1. Social Science increased by 2. ELD had no change.
2.4	% of Students Meeting A-G Completion Source: CALPADS	2022-23: N/A (A-G courses still being approved; CALPADS report not yet available)	2023-24: N/A (A-G courses still being approved; CALPADS report not yet available)	2024-25: N/A (A-G courses still being approved; CALPADS report not yet available)	77% schoolwide	N/A
2.5	% of Students Completing CTE Pathway Source: CALPADS	2022-23: N/A (CTE Pathway still being developed; CALPADS report not yet available)	2023-24: N/A (CTE Pathway still being developed; CALPADS report not yet available)	2024-25: N/A (CTE Pathway still being developed; CALPADS report not yet available)	50% schoolwide	N/A
2.6	% of Students Meeting A-G Completion and CTE Pathway Source: CALPADS	2022-23: N/A (see above)	2023-24: N/A (see above)	2024-25: N/A (see above)	50% schoolwide	N/A

2.7	High School Graduation Rate Source: CA School Dashboard	2022-23: N/A (only 9th grade students)	2023-24: N/A (only 9th and 10th grade students)	2024-25: N/A (only 9th - 11th grade students)	80%	N/A

Goal Analysis for 2024-25

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

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

Overall, actions were implemented as planned; curriculum and technology purchases were lower than planned but this did not impact implementation.

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

There were no material differences other than the reduction in curriculum and technology expenses described above.

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

Overall, the actions were fairly effective in making progress towards this goal. SEED LA maintained 100% access for students to standards-aligned materials, and maintained the rating for implementation of state academic standards in every content area. While the percentage of teachers considered "fully credentialed and appropriately assigned" based on TAMO data was relatively low, SEED LA's teacher credentialing challenges are addressed in more detail in Equity Multiplier Goal 4, and significant work took place to ensure that all teachers had appropriate permits to teach in their classrooms.

Action 1: Educators – Educational Program provided students with a Principal and teachers across all disciplines who received significant professional development to prepare them for the 25-26 school year. This helped maintain our rating for standards implementation, and the work of this instructional staff will ultimately be reflected in our A-G completion rates for students.

Action 2: Professional Learning Opportunities helped ensure that every SEED educator is well equipped to help students succeed within their content area, and to address the specific learning needs of each individual. These efforts also helped improve our rating for standards implementation, and the benefits of this training will ultimately be reflected in our A-G completion rates for students.

Action 3: Basic Services – Core Curriculum helped ensure that 100% of students had access to rigorous, standards-aligned materials.

Action 4: Technology Learning Platform supported digital access for all of our students, an additional key component to standards-aligned instructional materials access, as much of today's content is online.

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.

There are no significant changes planned.

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
1	Educators: Educational Program	SEED LA will employ a Principal and appropriately credentialed teachers that will provide instruction across all disciplines (ELA, Math, Science, History, PE, VAPA, Foreign Language) as part of the base educational program, as well as substitute teachers as needed to maintain instructional continuity. SEED LA will provide all students with 180 instructional days which exceeds the CA State requirement of 175 Instructional days for charter schools. All educators will participate in professional learning during the summer prior to the start of the school year, of which 2 days will focus on workshops to improve student outcomes and instructional practice, through the SEED Summit. In addition, the principal and teachers will participation in 4 non-instructional days, and weekly professional development during the school year.	$2,417,610	N
2	Professional Learning Opportunities	SEED LA is committed to providing teachers and administrators with professional learning opportunities that focus on schoolwide initiatives, evidence-based pedagogical strategies, in alignment with our mission, educational model, and identified educator needs, to support the academic, social-emotional, behavioral and mental health needs of our students to remove barriers to learning. All teachers will receive instructional coaching from the Principal, Head of School, Director of Academics, EL Coordinator and SPED Administrator, which includes classroom observations, feedback cycles, and peer observations. Professional development areas of focus for the 2025-26 school year include: • Project Based Learning • International Baccalaureate Programme (Middle Years Programme) • Project Lead the Way	$32,150	Y

		• What is text complexity and Why is it important • Improving Reading for Older Students • College Board: Advanced Placement (AP and Pre-AP Program) • Springboard: ELA Curriculum • Illustrative Math Curriculum • History DBQ Training • E2 Instructional Practice Suite • Tier 2 & 3 Intervention • Strategies to support ELs • Strategies to support SWD, including accommodations and modifications • Jim Knight Instructional Coaching Model SEED LA believes in developing the needs of its teachers across pedagogy, high leverage teaching practices, in addition to approaches to teaching and learning that fosters a rigorous college-preparatory experience. This action is partially funded using Title I and Title II funding.		
3	Basic Services: Core Curriculum	SEED LA will provide all students with access to standards-aligned curriculum. As the school continues to expand by a grade level, SEED LA plans to purchase the following curriculum and consumables as needed: • Springboard ELA 9-12 • Illustrative Math • Project Lead the Way (Cybersecurity, Civil and Architectural Engineering, and Human Anatomy and Physiology) • Pre-AP Theatre • AP World History, AP Seminar, AP African American Studies, AP Language and Composition, AP 2-D Visual Art, • NAFT Academies This action also supports investments in additional resources to support all classes, including the rental of performance space and other learning opportunities aligned to the content standards.	$115,770	N

4	Technology Learning Platform	SEED LA offers a state-of-the-art campus and learning space for its scholars to be able to access curricular materials, and online platforms. SEED LA will ensure all scholars have access to a technology device and will implement a device policy to prevent misuse of devices by students. In order to support our new film and digital arts electives, SEED will invest in a class set of MacBook Pro computers and a number of cameras to support student projects. The IT Manager to facilitate technological capabilities in all classrooms for both students and staff.	$20,360	N

Goal

Goal #	Description	Type of Goal
3	Engage parents/families/caregivers and the community as partners through education to empower all students to maximize their potential in a safe and inclusive learning environment to improve school climate, student engagement so that each student will thrive at SEED.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Critical to success of our students is ensuring parents feel welcomed and connected to our school as partners. There is a need to further connect with families to improve student outcomes, improve daily attendance, and educate families on the impact the pandemic has had on student learning, socialization, and self-regulation. There is a need to continue improving school climate through restorative practices, alternatives to suspension, and implement attendance and behavior policies with fidelity. There is a need to communicate and partner with families on an ongoing basis and engage them in their child's education to improve student outcomes.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr>
<td>3.1
(see also 5.1)</td>
<td>Suspension Rate
Source: CA School Dashboard</td>
<td>2022-23:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>38.9%</td></tr><tr><td>African-American</td><td>39.5%</td></tr><tr><td>Hispanic</td><td>39.1%</td></tr><tr><td>SED</td><td>38.1%</td></tr><tr><td>SWD</td><td>47.1%</td></tr></table></td>
<td>2023-24:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>35.6%</td></tr><tr><td>African-American</td><td>42.3%</td></tr><tr><td>Hispanic</td><td>28.4%</td></tr><tr><td>SED</td><td>36.4%</td></tr><tr><td>SWD</td><td>44.3%</td></tr><tr><td>EL</td><td>10.5%</td></tr></table></td>
<td>2024-25:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>9.9%</td></tr><tr><td>African-American</td><td>16.4%</td></tr><tr><td>Hispanic</td><td>3.3%</td></tr><tr><td>SED</td><td>9.8%</td></tr><tr><td>SWD</td><td>11.9%</td></tr><tr><td>EL</td><td>0.0%</td></tr></table></td>
<td><10% for overall and for all student groups</td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>-29%</td></tr><tr><td>African-American</td><td>-23.1%</td></tr><tr><td>Hispanic</td><td>-35.8%</td></tr><tr><td>SED</td><td>-28.3%</td></tr><tr><td>SWD</td><td>-35.2%</td></tr><tr><td>EL</td><td>N/A</td></tr><tr><td>LTEL</td><td>N/A</td></tr></table></td>
</tr>
</table>

			LTEL 8.3%	LTEL 0.0%		
3.2	Expulsion Rate Source: DataQuest	2022-23: 0%	2023-24: 0%	2024-25: 0.4%	0%	Maintained 0%
3.3	High School Dropout Rate Source: CALPADS	2022-23: 6.3% (Note: This is an annual dropout rate calculated manually)	2023-24: 1.35% (Note: This is an annual dropout rate calculated manually)	2024-25: 0.78% (Note: This is an annual dropout rate calculated manually)	<1%	Decreased by 5.52%
3.4	Facility Inspection Tool (FIT) Report Score Source: SARC	2022-23: Good	2023-24: Good	2024-25: Good	Good	No change
3.5	Parent Input in Decision-Making for UP & SWD (Questions 9-12) Rating Scale 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: CA School Dashboard Local Indicator	2022-23: 9. 1 10. 1 11. 1 12. 2	2023-24: 9. 3 10. 3 11. 3 12. 3	2024-25 9. 3 10. 3 11. 4 12. 3	9. 4 10. 4 11. 4 12. 4	9. Improved by 2 10. Improved by 2 11. Improved by 3 12. Improved by 1

3.6	Parent Participation in Programs for UP & SWD (Questions 1-4) Source: CA School Dashboard Local Indicator	2022-23: 1. 4 2. 3 3. 4 4. 4	2023-24: 1. 4 2. 4 3. 3 4. 4	2024-25 1. 4 2. 3 3. 4 4. 4	1. 4 2. 4 3. 4 4. 4	No change.
3.7	Student Survey: Sense of Safety (Questions 41 & 46) & School Connectedness (Question 19) Source: YAPSS	2022-23: Safety – 37.9% Connectedness – 36.5%	2023-24: Safety – 36% Connectedness – 25%	2024-25 Safety – 34% Connectedness – 32.6%	Safety – 46% Connectedness – 35%	Safety decreased by 3.9% Connectedness decreased by 3.9%
3.8	Parent Survey: Sense of Safety & School Connectedness Source: Annual Parent Survey	2022-23: Safety – 89% Connectedness – 97%	2023-24: Safety – 68% Connectedness – 81%	2024-25 Safety – 71.6% Connectedness – 81.2%	Safety – 78% Connectedness – 91%	Safety decreased by 17.4% Connectedness decreased by 15.8%
3.9	Teacher & Staff Survey: Sense of Safety & School Connectedness – Agree or Strongly Agree that “I like working here.” Source: Annual Staff Survey	2022-23: 89%	2023-24: 82%	2024-25: 83.8%	92%	Decreased by 5.2%

Goal Analysis for 2024-25

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

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

There were no substantive differences, although some expenses were lower than planned due to lower-than-planned enrollment and staffing changes.

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

There were no material differences other than those described above.

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

The actions were generally effective in making progress toward the goal, although significant work remains. The suspension rate declined dramatically schoolwide and for all student groups, but remained above the state average and, for African-American students and SWD, above SEED's goal. The annual dropout rate declined significantly. Local Indicator ratings for parent input improved. Climate survey results also generally improved slightly for all educational partners.

Action 1: School Climate was effective in maintain a "Good" rating on the FIT report, supporting a decline in suspension rates, and a decline in the dropout rate. The sense of safety for students declined, however, demonstrating that there is further work to be done to support the climate of the school.

Action 2: Parents – Decision-Making was effective in ensuring that parents have a voice in decisions at SEED LA, and helped contribute to the higher Local Indicator ratings.

Action 3: Parent Engagement similarly helped drive those improved ratings, as well as the improvement in the dropout rate.

Action 4: Basic Services – Facilities was effective in maintaining a "Good" rating on the FIT report and providing a safe and clean facility for student learning and residence.

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.

There are no significant changes planned; however, the funding sources for some items have changed and funding totals may not represent the total school and foundation investment in the action.

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

1	School Climate	Ensuring a positive school climate for all scholars is essential to our educational program. SEED LA will continue to facilitate its Scope and Sequence that is grounded in our core values that drive our Advisory Program, SEED LA Weekly Celebration/Assemblies, and Morning Programming. Our school climate is supported by several programs for PBIS. SEED LA will continue to implement the Tumaini DC program. SEED LA will continue to strengthen PBIS implementation and participate in LACOE's PBIS Community of Practice (CoP). Our school will implement PBIS rewards and incentives for scholars exemplifying the school's core values. SEED LA will host afterschool and evening events to promote a positive school culture, school spirit, student engagement and safety, including further development of our athletics program through CIF. Each week scholars will have the opportunity to participate in Clubs and Spark! Activities after school on Mondays. Each week on Wednesdays, Student Life Counselors will facilitate Social Emotional Learning (SEL) lessons for each House which include time for reflection and for community building circles. Additionally, scholars will participate in athletics throughout the week. SEED LA will host weekly Grizzly Ticket raffles to reinforce positive behavior. Each quarter 30 scholars are selected to participate in a Student Life field trip eligible to those who exude the SEED Core Values and demonstrate growth. There are multiple mentoring opportunities throughout the month with Youth Mentoring Connection and the C.H.A.N.G.E.S program. Each Thursday evening scholars participate in community building activities with their House. **School Safety & Security:** Security at SEED LA consists of a number of security guards and comprehensive access control 24 hours a day. Access control for the site is layered. We segment access control according to access needs. Security, the Director of Operations, and maintenance are the only ones with Master Keys. All students must be accompanied by adults to gain access to dorm areas. Only student life staff have access to the portion of the dorms in which they work, unless it is the director or one of the managers of Student Life, who have access across the entire housing area. Other admin and faculty only have access to the admin and academic floor. Doors acting as an egress will alarm if the badge doesn't clear the alarm prior to opening. Doors that alarm will both have a local alarm	$470,787	Y

		and an alarm at the front desk indicating it has been opened without a badge permission.		
2	Parents: Decision-Making	At the SEED School of Los Angeles County parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) – if applicable • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Parent Teacher Organization Interpreter services will be available for all committee meetings and upon request.	$1,200	N
3	Parent Engagement	SEED LA cultivates a deep sense of family, community, and trust within its learning environment, where students feel a profound connection to staff, fostering meaningful relationships. As a public college-preparatory boarding school, we support each student's family through several mediums. SEED LA has a Department of Family and Community Engagement (FACE) that supports families through resources that keep them informed of their child's academic progress and overall wellness. The FACE Department also hosts a multitude of workshops in both English and Spanish that span topics such as managing teenage depression, preparation for high school, and behavior management techniques for home. SEED also believes parents should be able to advocate for their child and possess the agency to ask questions. This core belief lives through our various checkpoints with families through home visits, student and family-led conferences, and the plethora of school events to attend. Our mission and vision are predicated on breaking generational poverty through college access, persistence, and degree attainment. SEED annually hosts a college visit with parents and students to understand the college application process as early as 9th grade. SEED invests in ParentSquare for parent communication, as well as additional stipends to support parent engagement efforts.	$6,476	Y

		SEED LA will provide all parents, including those representing Unduplicated Pupils and Students with Disabilities, with opportunities to engage as partners in their child's education. To engage families as partners, SEED LA will host a series of parent education workshops led by Directors and guest speakers. The administration will continue implementing book clubs, parent workshops, engage parents as essential partners in SEL, and Family Fun Nights.		

Goal

Goal #	Description	Type of Goal
4	By 2025-26, ensure 50% teachers are appropriately credentialed and assigned.	Equity Multiplier – Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic Services

An explanation of why the LEA has developed this goal.

The SEED School of Los Angeles County is eligible for Equity Multiplier Funds resulting from a high percentage of Socioeconomically disadvantaged (SED) students combined with high mobility rates. As of the most recent 2022-23 data, SEED LA had 6.3% of its teachers appropriately credentialed per CDE's TAMO guidelines; therefore this focus goal will be a 3-year target to reach 80% by 2025-26. The action and metric will support this goal. This is a CDE requirement for LEA/Charter Schools that lack appropriately credentialed teachers. Discussions with our educational partners identified this action as essential and necessary to support educators. To ensure highly prepared and qualified teachers, there is a need to recruit, hire, train and sustain teachers that are appropriately credentialed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1 (note: this is the same as 2.1)	% teachers – fully credentialed and appropriately assigned Source: DataQuest	2021-22: data not available	2022-23: 6.3%	2023-24: 38.8%	50%	N/A
4.2	% of teachers enrolled in an induction program to clear credentials	2022-23: 0%	2023-24: 0%	2024-25: 11.1%	50% of eligible teachers (those with preliminary credentials)	No change.

4.3	% of teacher credential types	Preliminary/Clear: 55.6% Permit: 33.3% Sub Permit/Vacant: 11.1% (2022-23 internal CTC Tracker)	Preliminary/Clear: 52.9% Permit: 41.2% Sub Permit/Vacant: 5.9% (2023-24 internal CTC Tracker)	Preliminary/Clear: 50.0% Permit: 36.4% Sub Permit/Vacant: 4.5% (2024-25 internal CTC Tracker)	0% Sub Permit/Vacant	Preliminary/Clear: decreased by 5.6% Permit: increased by 3.1% Sub Permit/Vacant: decreased by 6.6%

Goal Analysis for 2024-25

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

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

There were fewer teachers prepared to participate in induction programs, so less was spent than originally budgeted.

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

There were no material differences beyond what is described above.

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

The action began to demonstrate effectiveness in making progress towards the goal. The percentage of teachers appropriately assigned increased, as did the percentage of teachers enrolled in an induction program to clear their credential.

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.

There are no significant changes planned.

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
1	Highly Prepared and Qualified Educators that Support the Educational Program	Critical to the success of our educational program is ensuring all educators are appropriately credentialed and prepared to support our educational program. To support teacher effectiveness, teacher retention, and the credentialing clearance process, SEED LA will reimburse employees for teacher induction expenses, as well as enlisting the support of a credentialing consultant to support teachers as needed. In order to retain highly qualified teachers, SEED LA will invest in desired and requested professional development in AP and IB practices. Human Resources will conduct a robust teacher recruitment plan, participating in teacher recruitment fairs to have a pool of teacher applicants that are appropriately credentialed in the content area for which they are applying for.	$8,700	Y

Goal

Goal #	Description	Type of Goal
5	By 2025-26, reduce suspension rates below 10% schoolwide.	Equity Multiplier – Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The SEED School of Los Angeles County is eligible for Equity Multiplier Funds resulting from a high percentage of Socioeconomically disadvantaged (SED) students combined with high mobility rates. The 2022-23 Suspension rate was 38.9% schoolwide. There is a need to fully implement PBIS, Restorative Practices, Alternatives to Suspension, including implementing a pro-active approach to prevent incidents that escalate to the degree of a suspension.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr>
<td>5.1 (note this is the same metric as 3.1)</td>
<td>Suspension Rate
Source: CA School Dashboard</td>
<td>2022-23:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>38.9%</td></tr><tr><td>African-American</td><td>39.5%</td></tr><tr><td>Hispanic</td><td>39.1%</td></tr><tr><td>SED</td><td>38.1%</td></tr><tr><td>SWD</td><td>47.1%</td></tr></table></td>
<td>2023-24:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>35.6%</td></tr><tr><td>African-American</td><td>42.3%</td></tr><tr><td>Hispanic</td><td>28.4%</td></tr><tr><td>SED</td><td>36.4%</td></tr><tr><td>SWD</td><td>44.3%</td></tr><tr><td>EL</td><td>10.5%</td></tr><tr><td>LTEL</td><td>8.3%</td></tr></table></td>
<td>2024-25:
<table><tr><th>Students</th><th>Rate</th></tr><tr><td>All</td><td>9.9%</td></tr><tr><td>African-American</td><td>16.4%</td></tr><tr><td>Hispanic</td><td>3.3%</td></tr><tr><td>SED</td><td>9.8%</td></tr><tr><td>SWD</td><td>11.9%</td></tr><tr><td>EL</td><td>0.0%</td></tr><tr><td>LTEL</td><td>0.0%</td></tr></table></td>
<td>2025-26: < 10% schoolwide and for all student groups</td>
<td><table><tr><th>Students</th><th>Change</th></tr><tr><td>All</td><td>-29%</td></tr><tr><td>African-American</td><td>-23.1%</td></tr><tr><td>Hispanic</td><td>-35.8%</td></tr><tr><td>SED</td><td>-28.3%</td></tr><tr><td>SWD</td><td>-35.2%</td></tr><tr><td>EL</td><td>N/A</td></tr><tr><td>LTEL</td><td>N/A</td></tr></table></td>
</tr>
</table>

Goal Analysis for 2024-25

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

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

There were no substantive differences.

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

There were no material differences.

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

The action was effective in making progress towards the goal as discussed previously. Suspension rates decreased dramatically on the 2024 Dashboard; at least in part as a result of the work of the Dean of Students (after hours) and SEED LA's investment in Peer Group Connection.

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.

There are no significant changes planned.

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
1	Culture of Learning & Respect: PBIS	SEED LA will continue to invest in an additional Dean of Students (after hours) who will implement restorative practices, alternatives to suspension, community building activities, Ripple Effects SEL program, and PBIS during afterschool/evening hours at the dormitory. The Dean of Students will lead afterschool activities related to the 5 Core Competencies of SEL. This role will support alternatives to Out-of-School Suspensions where this staff will facilitate lessons on responsible decision-making, restorative justice and healing circles, etc.	$188,337	Y

		The Dean of Students (after hours) will collaborate in partnership with the Dean of Students (in-school) to implement community circles, train students on restorative practices, and self-regulation, combined with activities that will align and continue from in-school to after-hours. The Deans will facilitate sessions with students that exhibit Tier II and Tier III behaviors. These are behaviors often lead to behaviors that lead to suspension. The Dean of Students (after hours) will provide students with learning experiences on prevention and de-escalation techniques. Activities will include community building, sense of belonging, and peer- to-peer interactions. Our goal is to create a Culture of Learning, belonging, and safety. Dean of Students (after hours) will contact families when students fail to check-in on Sunday evenings to the dormitory and address barriers to daily attendance. For students that enroll mid-year, the Dean of Students will implement a mentoring program (evening) to acclimate incoming students to SEED LA's rigorous boarding educational program, discuss schoolwide expectations and policies (attendance, behavior, etc.) SEED LA is also investing in Peer Group Connection-High School (PGC-HS), an evidence-based and school-based program that supports and eases students' transition from middle to high school. This program taps into the power of older students to create a nurturing environment for incoming 9th graders. PGC-HS includes a year-long, credit-bearing, leadership course for juniors and/or seniors that meets daily and is taught by school faculty. Through their leadership course, these juniors and/or seniors become trained peer leaders who meet once per week with 9th graders in outreach sessions designed to strengthen relationships among students across grades.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,518,267	$183,023

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
38.57%	0%	$0	38.57%

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 2	Based on our local assessments, NWEA MAP, there is a need to strengthen and expand MTSS schoolwide to ensure all educators are using data to inform instructional decision-making. While MAP data is not disaggregated for ELs due to population size, the disproportionality seen in Chronic Absenteeism and Suspension rates aligns to internal data showing that our SED students need targeted academic support to meet their unique needs.	The MTSS Coordinator will collect, disaggregate, analyze and present local data that will be presented at MTSS meetings. SEED LA is fully invested in designing, implementing, and delivering a schoolwide Multi-Tiered Systems of Support (MTSS) Model to address barriers to learning. The model will be schoolwide and owned and facilitated by an MTSS Coordinator who will keep a laser-like focus on students in need of Tiered II and III levels of support. The MTSS Coordinator will	1.1: NWEA Reading CGI 1.2: NWEA Math CGI 1.9: CAASPP ELA by DFS 1.10: CAASPP ELA by % Met/Exceeded 1.11: CAASPP Math by DFS 1.12: CAASPP Math by % Met/Exceeded 1.13: CAST

<table>
<tr>
<td></td>
<td>Feedback from our educational partners (Leadership, teachers, parents) indicated the need for tiered intervention built into the instructional day, and after-school.</td>
<td>collect, disaggregate, analyze and present local data that will be presented at MTSS meetings.

In addition, will lead MTSS meetings using the Panorama data platform, provide tiered interventions to students based on identified needs from universal screeners. The master schedule will include a daily intervention block that will focus on ELA and Math, where teachers will implement high impact evidence-based teaching strategies. The MTSS Coordinator will also provide instructional coaching for teachers on tiered intervention, and support staff.

These actions will be provided on a “schoolwide” basis because these strategies will benefit all students and we expect assessment results to improve in ELA and Math for all student groups.</td>
<td></td>
</tr>
<tr>
<td>Goal 1, Action 3; Goal 3, Action 1; and Goal 5, Action 1</td>
<td>2023 Dashboard:

Suspension Rates: were excessively high as evidenced in the following chart. (Source: Dataquest) Upon completing a needs assessment we identified the root causes of suspensions due to several factors including behavioral lack of self-regulations, and drug use.
<table>
<tr><th>Students</th><th>Rate</th></tr>
<tr><td>All</td><td>38.9%</td></tr>
<tr><td>African-American</td><td>39.5%</td></tr>
<tr><td>Hispanic</td><td>39.1%</td></tr>
<tr><td>SED</td><td>38.1%</td></tr>
<tr><td>SWD</td><td>47.1%</td></tr>
</table>
</td>
<td>SEED LA will implement a comprehensive approach to address SEL and Behavioral Barriers to Learning. Our Multi-tiered Systems of Support (MTSS) will be inclusive to improve overall daily student attendance, reduce chronic absenteeism rates, address social-emotional, behavioral and mental health needs, reduce suspension rates, and improve overall school culture and climate.

SEED LA will ensure the following services are provided to identified students to reduce suspension rates, improve daily attendance, reduce chronic absenteeism, addressing student barriers to learning.</td>
<td>1.6: Chronic Absenteeism Rate

3.1: Suspension Rate</td>
</tr>
</table>

Chronic Absenteeism Rate remained high this year as evidenced in the following chart. (Source: Dataquest) Although Chronic Absenteeism is not an indicator on the CA School Dashboard it is a metric reflective of academic performance, school climate and student engagement.

Students	Rate
All	25.9%
African-American	26.3%
Hispanic	26.8%
SED	23.8%
SWD	27.3%

2024 Dashboard:

Both trends continued to as areas of growth, as demonstrated in the charts below

Suspension Rate

Students	Rate
All	35.6%
African-American	42.3%
Hispanic	28.4%
SED	36.4%
SWD	44.3%
EL	10.5%
LTEL	8.3%

Chronic Absenteeism

Students	Rate

Transportation Support for students who show the highest needs as it relates to chronic absenteeism.

- Led by our Department of Student Support Services, bolstering of our PBIS with Ripple Effects, Millennium 3, CHANGES
- Mentoring as prevention programs for less desirable behaviors
- Hiring an Evening Dean of Students (funded with Equity Multiplier funds) as an alternative to Out-of-School Suspensions where this staff will facilitate lessons on responsible decision-making, restorative justice and healing circles, etc. (Goal 5, Action 1)
- Continued use of the Tumaini DC SEL curricula during Advisory and evening programs

SEED LA will also join the LACOE PBIS Community of Practice as well as continue work within the SEL Community of Practice within the SEED Network.

The school places a significant emphasis on social and emotional learning, intentionally designing programs that enhance students' sense of agency, self-regulation, and intentional learning behaviors. This approach is integral to developing resilient, self-aware individuals prepared for the challenges of post-secondary life.

These actions will create an opportunity to significantly increase attendance rates for low-

All	23.8%
African-American	28.3%
Hispanic	18.7%
SED	26.4%
SWD	27.0%
EL	20.0%

2025 Dashboard

Suspension Rate

Students	Rate
All	9.9%
African-American	16.4%
Hispanic	3.3%
SED	9.8%
SWD	11.9%
EL	0.0%
LTEL	0.0%

Chronic Absenteeism

Students	Rate
All	15.90%
African-American	19.40%
Hispanic	11.90%
SED	15.90%
SWD	21.20%
EL	8.70%

income students because they are designed to address their identified needs. However, these actions are being provided on a schoolwide basis to maximize their impact in increasing overall attendance rates and reduce chronic absenteeism rates for all students.

Goal 1, Action 5	Ensuring all students are college and career ready is critical to the success of every student. Most of our student will be first generation college students, and ensuring every student is on a positive trajectory and prepared by meeting A-G requirements, visiting colleges and universities to make an informed decision for post-secondary education. Feedback from our educational partners indicated the need to ensure a college- going culture informing students and families on A-G requirements, exposure to post-secondary education through visits to colleges/universities and learning about eligibility requirement.	SEED LA Is committed to ensuring each student is on track to graduate on-time, college and career ready. We have implemented a robust and comprehensive way of positioning our students to be able to persist towards college admissions and then completion. Students are required to take an elective course entitled College Knowledge and Advising during in the 9th grade, an introductory course on the purpose of college, types of colleges, college application process, researching academic majors and careers, with the expectation of the student designing their application package as the capstone project. The Principal, Head of School, Director of Student Services, and College Knowledge Advisor will conduct transcript reviews for every student each semester. Teachers meet with each student (ABC Conference) where discussion takes place on student Attendance, Behavior and Course performance, followed by goal setting to ensure each student is on track to graduate. Each year, students participate in college/university tours and learn about the school's programs, and eligibility criteria. SEED LA's innovative approach to learning is highlighted through its unique offerings, such as the Student Metro program for 9th graders, which emphasizes exposure to real-world challenges through project-based learning, critical thinking, and community partnerships. Additionally, the Student Life experience is designed to mirror college life, preparing students for future academic and social	1.14: Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math 1.15: AP Exam Pass Rates 2.4: % of Students Meeting A-G Completion 3.7: Student Survey: Sense of Safety (Questions 41 & 46) & School Connectedness (Question 19)

		challenges through personalized schedules, dorm living, and college readiness activities. SEED LA's robust partnership with their SEED Foundation, LA Metro, and others ensure their commitment to evidence-based practices and high-quality instruction. Their LA Metro partnership that engages students with their community is an ideal model of college and career readiness. These actions will create an opportunity to significantly increase student engagement, and take ownership of their learning, especially among for low- income students because they are designed to address their identified needs. However, these actions are being provided on a schoolwide basis to ensure all students are on track to graduate on time, meet A-G eligibility and college and career ready.	
Goal 2, Action 2 and Goal 4, Action 1	There is a need to prepare every teacher through robust professional learning opportunities, that support the academic content standards, use of evidence based pedagogical strategies, in alignment with our adoption of the CA MTSS Framework and CA Community Schools Framework. Feedback from our educational partners indicated the need for additional and robust professional development to support teachers. Professional development is critical to transform school culture, school climate, and student academic	SEED LA is committed to providing teachers and administrators with professional learning opportunities that focus on schoolwide initiatives, evidence-based pedagogical strategies, in alignment with our mission, educational model, and identified educator needs, to support the academic, social-emotional, behavioral and mental health needs of our students to remove barriers to learning. All teachers will receive instructional coaching from the Principal, Head of School, Director of Academics, EL Coordinator and SPED Administrator, which includes classroom observations, feedback cycles, and peer	1.1: NWEA Reading CGI 1.2: NWEA Math CGI 1.9: CAASPP ELA by DFS 1.10: CAASPP ELA by % Met/Exceeded 1.11: CAASPP Math by DFS 1.12: CAASPP Math by % Met/Exceeded 1.13: CAST

	outcomes. Feedback from our educational partners (Leadership, teachers, parents) indicated the need for Instructional coaching to improve student outcome and build teacher capacity and expertise.	observations. Professional development areas of focus for the 2025-26 school year include: • Project Based Learning • International Baccalaureate Programme (Middle Years Programme) • Project Lead the Way • What is text complexity and Why is it important • Improving Reading for Older Students • College Board: Advanced Placement (AP and Pre-AP Program) • Springboard: ELA Curriculum • Illustrative Math Curriculum • History DBQ Training • E2 Instructional Practice Suite • Tier 2 & 3 Intervention • Strategies to support ELs • Strategies to support SWD, including accommodations and modifications • Jim Knight Instructional Coaching Model SEED LA believes in developing the needs of its teachers across pedagogy, high leverage teaching practices, in addition to approaches to teaching and learning that fosters a rigorous college-preparatory experience.	2.1: % of Teachers Fully Credentialed & Appropriately Assigned 2.3: Implementation of the State Academic Content & Performance Standards for all Students, including Enabled EL Access 3.9: Teacher & Staff Survey: Sense of Safety & School Connectedness
Goal 3, Action 3	There is a need to further engage families/caregivers as partners in their child's education to improve overall academic outcomes, student engagement, attendance and school climate. Feedback from our educational partners (Parents) indicated the need for workshops, and ongoing communication on A-G requirements, schoolwide initiatives, and strategies to support their teen at home.	SEED LA cultivates a deep sense of family, community, and trust within its learning environment, where students feel a profound connection to staff, fostering meaningful relationships. As a public college-preparatory boarding school, we support each student's family through several mediums. SEED LA has a Department of Family and Community Engagement (FACE) that supports families through resources that keep them informed of their child's academic progress and overall wellness. The FACE Department also hosts a	3.6: Parent Participation in Programs for UP & SWD 3.8: Parent Survey – Sense of Safety & School Connectedness

		multitude of workshops in both English and Spanish that span topics such as managing teenage depression, preparation for high school, and behavior management techniques for home. SEED also believes parents should be able to advocate for their child and possess the agency to ask questions. This core belief lives through our various checkpoints with families through home visits, student and family-led conferences, and the plethora of school events to attend. Our mission and vision are predicated on breaking generational poverty through college access, persistence, and degree attainment. SEED annually hosts a college visit with parents and students to understand the college application process as early as 9th grade. These actions will create an opportunity to significantly improve student outcomes especially for low-income students because they are designed to address their identified needs by engaging families onsite and via home visits. However, these actions will be provided on a schoolwide basis to maximize their impact in increasing overall attendance rates for all students.	

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
N/A	N/A	N/A	N/A

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.

The additional LCFF Concentration grant add-on funds will be used to fund additional Behavioral Interventionist Assistants, and Dean of Student Support (in-school) to provide SEL support, restorative practices, strategies to de-escalate student behavior, reduce suspension rates, and support a positive school climate.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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 (3 + Carryover %)
2026-27	$ 3,935,985	$ 1,518,267	38.574%	0.000%	38.574%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,405,202	$ 615,841	$ -	$ 251,317	$ 5,272,359.71	$ 4,037,143	$ 1,235,217

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	Student Assessment of Learning	All	No					$ -	$ 11,500	$ 11,500	$ -	$ -	$ -	$ 11,500	0.000%
1	2	Addressing Academic Barriers to Learning	All	Yes	LEA-wide	All	SEED LA	2026-27	$ 416,136	$ 86,000	$ 368,700	$ -	$ -	$ 133,437	$ 502,136	0.000%
1	3	Addressing SEL/Behavioral Barriers to Learning	All	Yes	LEA-wide	All	SEED LA	2026-27	$ 218,805	$ 75,700	$ 294,505	$ -	$ -	$ -	$ 294,505	0.000%
1	4	Supporting Students with Disabilities (SWD)	SWD	No					$ 714,021	$ 329,495	$ 448,547	$ 487,789	$ -	$ 107,180	$ 1,043,516	0.000%
1	5	College & Career Readiness	All	Yes	LEA-wide	All	SEED LA	2026-27	$ 97,128	$ 62,185	$ 159,313	$ -	$ -	$ -	$ 159,313	0.000%
2	1	Educators: Educational Programs	All	No					$ 2,311,132	$ 106,479	$ 2,289,558	$ 128,052	$ -	$ -	$ 2,417,610	0.000%
2	2	Professional Learning Opportunities	All	Yes	LEA-wide	All	SEED LA	2026-27	$ -	$ 32,150	$ 32,150	$ -	$ -	$ -	$ 32,150	0.000%
2	3	Basic Services: Core Curriculum	All	No					$ -	$ 115,770	$ 115,770	$ -	$ -	$ -	$ 115,770	0.000%
2	4	Technology Learning Platform	All	No					$ -	$ 20,360	$ 20,360	$ -	$ -	$ -	$ 20,360	0.000%
3	1	School Climate	All	Yes	LEA-wide	All	SEED LA	2026-27	$ 130,084	$ 340,702	$ 470,787	$ -	$ -	$ -	$ 470,787	0.000%
3	2	Parents: Decision-Making	All	No					$ -	$ 1,200	$ 1,200	$ -	$ -	$ -	$ 1,200	0.000%
3	3	Parent Engagement	All	Yes	LEA-wide	All	SEED LA	2026-27	$ -	$ 6,476	$ 6,476	$ -	$ -	$ -	$ 6,476	0.000%
4	1	Highly Prepared and Qualified Educators that Support the Educational Program	All	Yes	LEA-wide	All	SEED LA	2026-27	$ -	$ 8,700	$ 1,500	$ -	$ -	$ 7,200	$ 8,700	0.000%
5	1	Culture of Learning & Respect: PBIS	All	Yes	LEA-wide	All	SEED LA	2026-27	$ 149,837	$ 38,500	$ 184,837	$ -	$ -	$ 3,500	$ 188,337	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
$ 3,935,985	$ 1,518,267	38.574%	0.000%	38.574%	$ 1,518,267	0.000%	38.574%	**Total:**	$ 1,518,267
								LEA-wide Total:	$ 1,518,267
								Limited Total:	$ -
								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	Student Assessment of Learning	No				$ -	0.000%
1	2	Addressing Academic Barriers to Learning	Yes	LEA-wide	All	SEED LA	$ 368,700	0.000%
1	3	Addressing SEL/Behavioral Barriers to Learning	Yes	LEA-wide	All	SEED LA	$ 294,505	0.000%
1	4	Supporting Students with Disabilities (SWD)	No				$ -	0.000%
1	5	College & Career Readiness	Yes	LEA-wide	All	SEED LA	$ 159,313	0.000%
2	1	Educators: Educational Programs	No				$ -	0.000%
2	2	Professional Learning Opportunities	Yes	LEA-wide	All	SEED LA	$ 32,150	0.000%
2	3	Basic Services: Core Curriculum	No				$ -	0.000%
2	4	Technology Learning Platform	No				$ -	0.000%
3	1	School Climate	Yes	LEA-wide	All	SEED LA	$ 470,787	0.000%
3	2	Parents: Decision-Making	No				$ -	0.000%
3	3	Parent Engagement	Yes	LEA-wide	All	SEED LA	$ 6,476	0.000%
4	1	Highly Prepared and Qualified Educators that Support the Educational Program	Yes	LEA-wide	All	SEED LA	$ 1,500	0.000%
5	1	Culture of Learning & Respect: PBIS	Yes	LEA-wide	All	SEED LA	$ 184,837	0.000%
							$ -	0.000%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,633,898.45	$ 4,213,163.83

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	Student assessment of learning	No	$ 20,000	$ 2,204
1	2	Addressing Academic Barriers to Learning	Yes	$ 149,730	$ 121,476
1	3	Addressing SEL/Behavioral Barriers to Learning	Yes	$ 300,262	$ 294,480
1	4	Supporting Students with Disabilities (SWD)	No	$ 834,070	$ 609,840
1	5	College & Career Readiness	Yes	$ 298,329	$ 245,601
2	1	Educators:Educational Programs	No	$ 1,901,004	$ 2,177,215
2	2	Professional Learning Opportunities	Yes	$ 318,466	$ 350,301
2	3	Basic Services: Core Curriculum	No	$ 40,000	$ 6,300
2	4	Technology Learning Platform	No	$ 192,417	$ 83,447
3	1	School Climate	Yes	$ 248,019	$ 168,644
3	2	Parents: Decision-Making	No	$ -	$ -
3	3	Parent Engagement	Yes	$ 125,764	$ 80,139
4	1	Highly Prepared and qualified Educators that Support the Educational Program	Yes	$ 37,400	$ 15,224
5	1	Culture of Learning & Respect: PBIS	Yes	$ 168,436	$ 58,293
				$ -	$ -
				$ -	$ -

2025-2026 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)
$ 1,194,969	$ 1,374,919	$ 1,194,969	$ 179,949	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	Student assessment of learning	No	$ -	$ -	0.000%	0.000%
1	2	Addressing Academic Barriers to Learning	Yes	$ 149,730	$ 121,476.00	0.000%	0.000%
1	3	Addressing SEL/Behavioral Barriers to Learning	Yes	$ 300,262	$ 289,999.19	0.000%	0.000%
1	4	Supporting Students with Disabilities (SWD)	No	$ -	$ -	0.000%	0.000%
1	5	College & Career Readiness	Yes	$ 298,329	$ 245,600.96	0.000%	0.000%
2	1	Educators:Educational Programs	No	$ -	$ -	0.000%	0.000%
2	2	Professional Learning Opportunities	Yes	$ 249,815	$ 350,300.74	0.000%	0.000%
2	3	Basic Services: Core Curriculum	No	$ -	$ -	0.000%	0.000%
2	4	Technology Learning Platform	No	$ -	$ -	0.000%	0.000%
3	1	School Climate	Yes	$ 248,019	$ 168,644.41	0.000%	0.000%
3	2	Parents: Decision-Making	No	$ -	$ -	0.000%	0.000%
3	3	Parent Engagement	Yes	$ 125,764	$ 3,724.00	0.000%	0.000%
4	1	Highly Prepared and qualified Educators that Support the Educational Program	Yes	$ 3,000	$ 15,224.00	0.000%	0.000%

2025-2026 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)
$ 3,187,265	$ 1,194,969	0.000%	37.492%	$ 1,194,969	0.000%	37.492%	$ 0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 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;
    - **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.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - 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.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

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:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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:

- The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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.

    - 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).

    - 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.

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2024