LCFF Budget Overview for Parents

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

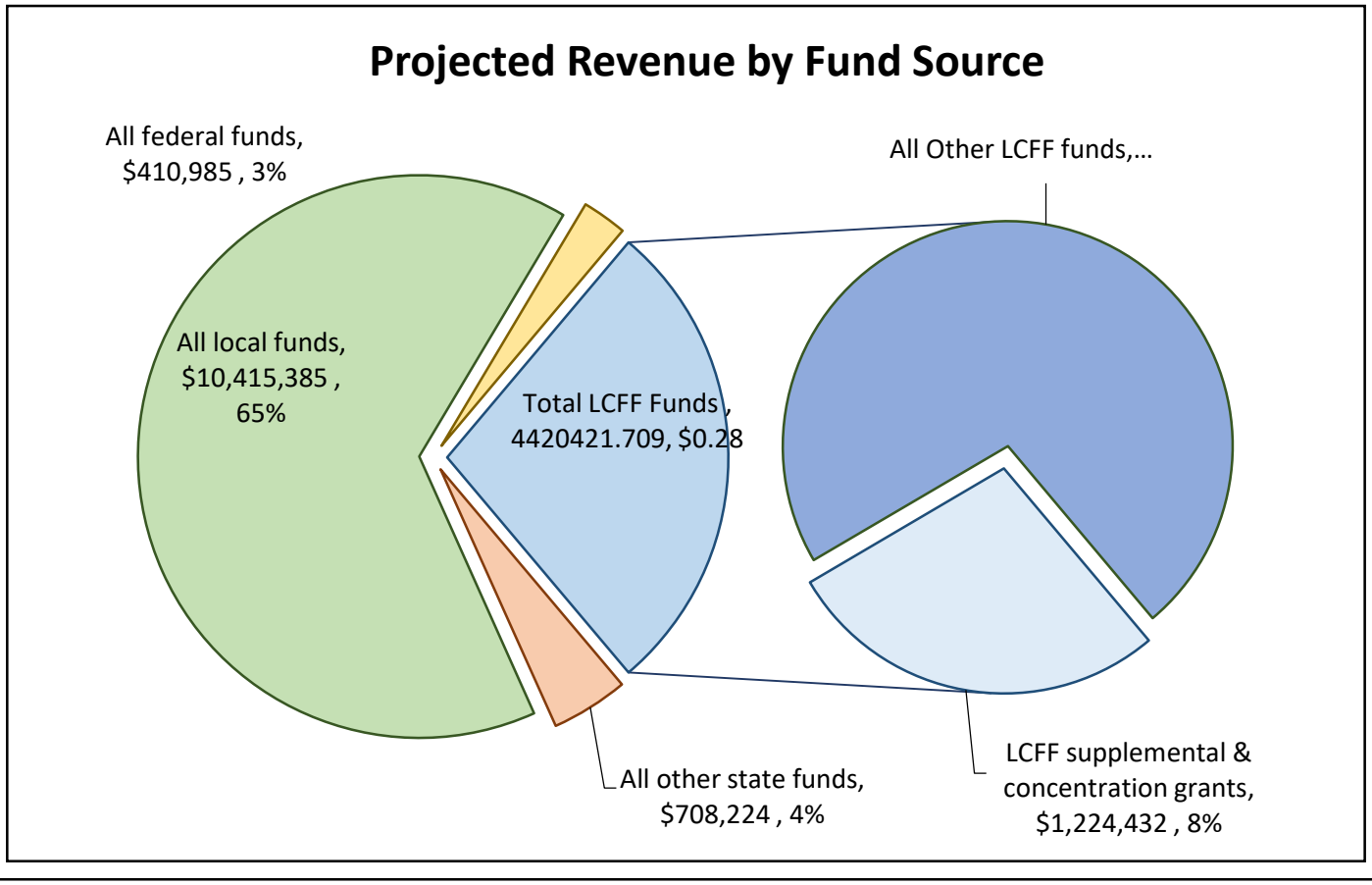
CDS Code: 19101990140962

School Year: 2024-2025

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).

Budget Overview for the 2024-2025 School Year

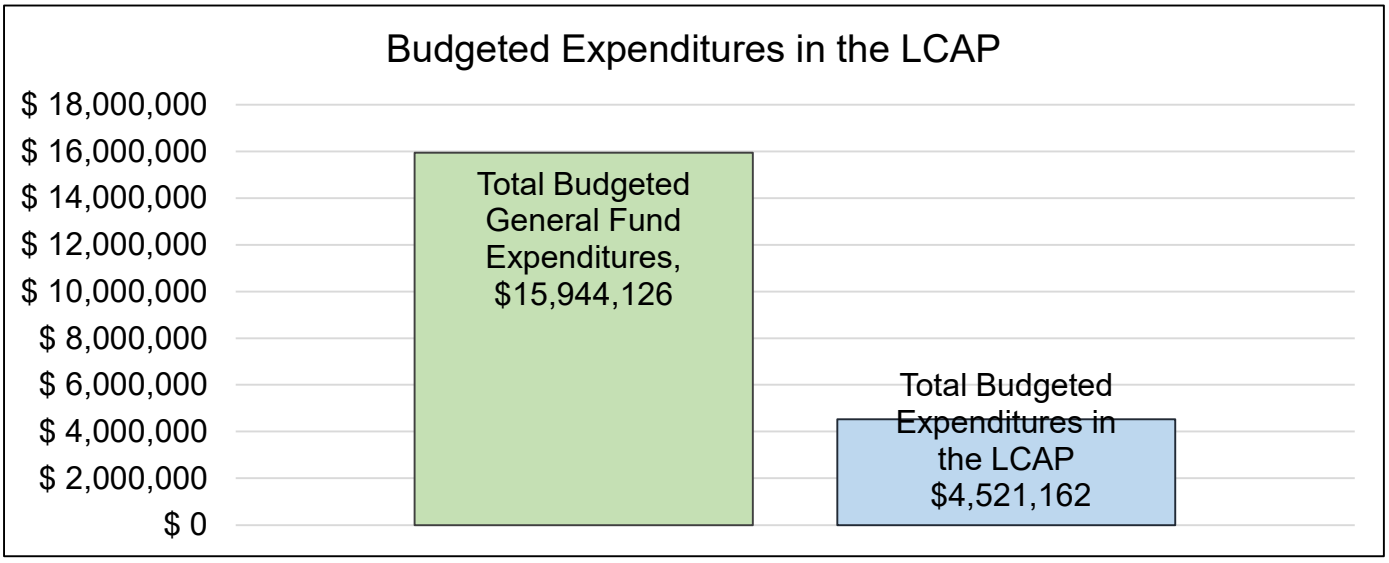


This chart shows the total general purpose revenue The SEED School of Los Angeles County expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The SEED School of Los Angeles County is $15,955,015.50, of which $4,420,421.71 is Local Control Funding Formula (LCFF), $708,223.79 is other state funds, $10,415,385.00 is local funds, and $410,985.00 is federal funds. Of the $4,420,421.71 in LCFF Funds, $1,224,431.71 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much The SEED School of Los Angeles County plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

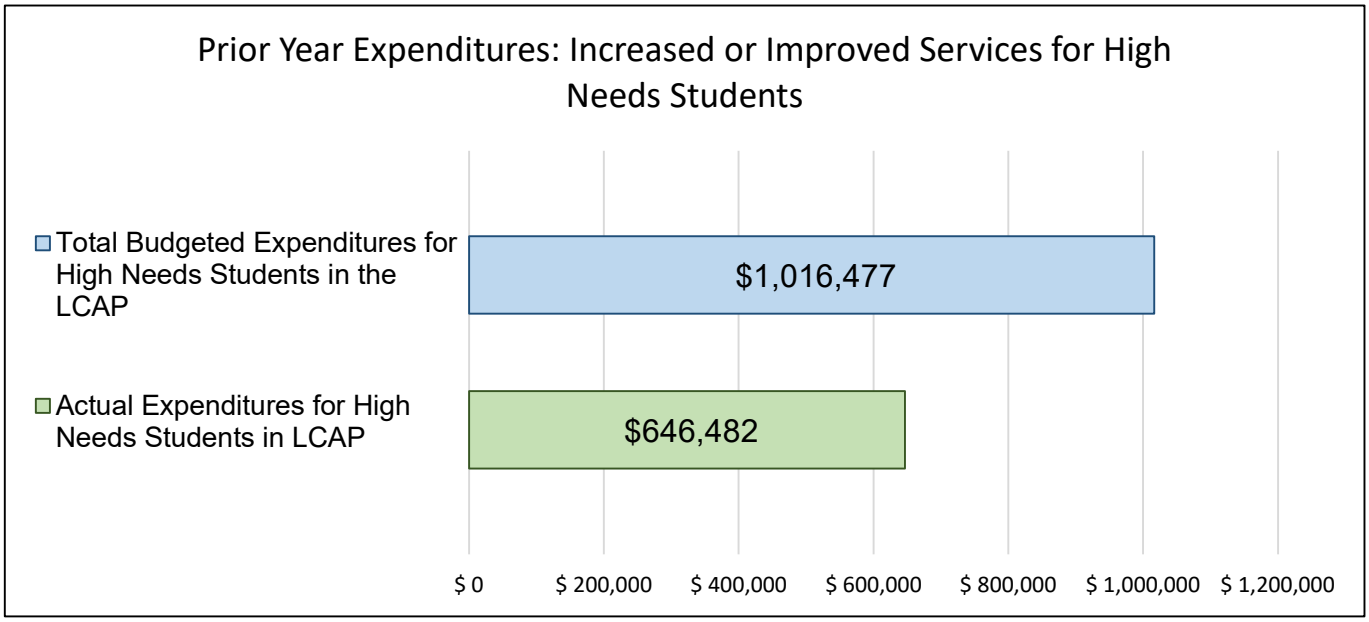
The text description of the above chart is as follows: The SEED School of Los Angeles County plans to spend $15,944,126.00 for the 2024-2025 school year. Of that amount, $4,521,162.00 is tied to actions/services in the LCAP and $11,422,964.00 is not included in the LCAP. The budgeted expenditures that 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 2024-2025 School Year

In 2024-2025, The SEED School of Los Angeles County is projecting it will receive $1,224,431.71 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 $1,224,431.63 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



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 2023-2024, The SEED School of Los Angeles County's LCAP budgeted $1,016,477.00 for planned actions to increase or improve services for high needs students. The SEED School of Los Angeles County actually spent $646,482.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of $369,995.00 had the following impact on The SEED School of Los Angeles County's ability to increase or improve services for high needs students:

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The SEED School of Los Angeles County	Jubria Lewis Ed.D, Head of School	jlewis@seedschoolla.org (323) 843 - 6700

Goals and Actions

Goal

Goal #	Description
1	Basic Services: SEED LA will ensure that all students are provided a learning environment supported by highly effective and credentialed teachers and have full access to standards-aligned instructional materials in a well-maintained facility.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers assigned to appropriate courses	100%	Not applicable	Not applicable	2022-23: 53%	100%
% of students who have sufficient access to standards-aligned instructional materials	100%	Not applicable	Not applicable	2022-23: 100%	100%
% Passing rate on Inspection Site reports	90%	Not applicable	Not applicable	2022-23: 90%	90%

Goal Analysis

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

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

- Action 1: The SEED School of LA County employed 16 teachers. We struggled to hire teachers whose credential and authorization were fully clear. For example, the Physical Education teacher currently holds a Temporary County Certificate and is working towards a Short-Term Staff Permit (currently pending review at CTC; and is finishing a teaching program). This action was partially implemented because 53% of teachers were appropriately credentialed (Clear/intern) per TAMO definition.

- Action 2: The SEED School of Los Angeles County provided its teachers (general education and Special Education) with comprehensive evidence-based professional learning opportunities that include 3-weeks of intensive summer professional development, 1 non-instructional day during the year, and weekly staff/professional development during the school year. Professional Development is led by the Instructional Coach, Director of Student Support Services, Principal, and Head of Schools. Professional development focused on analyzing student achievement data, differentiating instruction to support struggling learners, and establishing/reinforcing a positive and welcoming school culture. In addition, teachers participated in conferences and/or workshops as part of their professional learning. This action was fully implemented.

- Action 3: The SEED School of Los Angeles County provided all students with access to a technology device to access curricular, and instructional materials in addition to supplemental intervention application, and state testing. This action was fully implemented.

- Action 4: The SEED School of Los Angeles County annually reviewed and revised the Comprehensive School Safety Plan which was then submitted to the governing board for adoption. The Plan is presented to the entire staff and safety drills and protocols take place and are adhered to. This action was fully implemented.

- Action 5: Monthly facility inspections took place. The FIT Report was completed, and results were reported on the school's SARC, LCAP and Local Indicators Report. Any and all findings are reviewed by the administrative team and addressed to ensure a safe and clean campus for all.

The SEED School of LA County has acquired a state-of-the-art permanent facility which our staff and students moved into in May 2024. This action was fully implemented.

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.

The following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 4: There was an overestimation of costs for emergency preparedness materials

- Action 5: Costs for facility repairs was higher than projected.

- Action 5: Additional costs were incurred for repairs made to the temporary facility

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

- Action 1: The SEED School of LA hired teachers and provided professional development and coaching throughout the year.

Challenges: The challenge has been ensuring 100% of teachers have an assignment monitoring outcomes of "clear." In the 2022-23 school year a total of 5 out 10 teachers were clear, 1 held a GELAP, and 3 held STSP credentials. As a relatively new school (2nd year in operation, funding induction programs for clearing credentials was financially challenging. However, for the 2024-25 school year, we plan to reimburse for teacher induction programs using Equity Multiplier funds.

- Action 2: We have designed an intentional professional development system that includes an internal coaching progression, weekly professional development session led by the Principal, Head of School, Administrative team, contracted services, and professional development opportunities through conferences.

Challenges: There is a need to provide differentiated professional development that meets the needs and expertise of each teacher to build teacher capacity, expertise and high teacher retention rates, in the near future.

- Action 3: All students have been able to access high-quality curriculum through one-to-one devices in the classroom.

Challenges: There is a need to make annual purchases of technology devices as our school expands by one grade level annually. In addition, we need to make annual purchases for devices that are lost, stolen, and damaged devices.

- Action 4: Emergency preparedness kits were placed in every classroom, dormitory and open spaces. We follow the schedule for emergency drills.

Challenges: None identified.

- Action 5: The monthly facilities checklist was completed by the Operations team and maintenance and facility updates are complete and corrected to meet quality.

Challenges: None identified.

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

The goal, metrics and actions were all revised to align to the required State Priorities, the school's educational program, MTSS Framework and 4 Pillars of Community Schools. For the 2024-25 LCAP, Goal #1 will address the academic and SEL universal screeners SEED LA will use as part of its MTSS to identify students' academic, SEL, behavioral and/or mental health needs to ensure appropriate supports are provided to reduce chronic absenteeism rates, suspension rates, and accelerate learning across all student groups. As the recipient of the CA Community Schools Implementation Grant, additional resources will be provided to SEED LA to strengthen and formalize its MTSS. Since SEED LA served grades 9-10, students have not yet been administered the CAASPP assessments, therefore NWEA MAP ELA and Math CGI results will be reported for Priority 4. These changes were made to avoid redundancy with goals, actions and metrics as was the case in the 2023-24 LCAP; and to provide a clear and transparent document that our educational partners will be able to understand and hold school administrators accountable for. SEED LA has developed a one-year LCAP for 2024-25 and metrics (measuring and reporting results) will reflect, "Target for Year 1 Outcome" – an option made available to charter schools per the CDE LCAP instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Instructional Program: SEED LA students will receive a college-preparatory education that is aligned with a rigorous A-G course that are standards-based and enriched with technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
NWEA MAP Growth Reading Score Reports	TBD Based on % of students who increase their RIT Score in Reading Fall to Spring	Not applicable	2022-23: 68%	68%	52%
NWEA MAP Growth Math Score Reports	TBD Based on % of students who increase their RIT Score in Math Fall to Spring	Not applicable	2022-23: 65%	65%	57%

Goal Analysis

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

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

- Action 1: The SEED School of Los Angeles County administered NWEA MAP assessments each trimester. The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. This action was fully implemented.

- Action 2: The SEED School of Los Angeles County hosted individual student-led data conferences following each benchmark assessment. During these student-led conferences goal setting took place between the student, parent, and teacher. The "ABC" Conference (Attendance/Behavior/Course Performance) is another dimension to this action where scholars review their data in those elements and set realistic goals, taking ownership of their learning. This action was fully implemented.

- Action 3: Writing across the curriculum remains an instructional focus for SEED LA. We ascertain that all selected and vetted curriculum include multiple opportunities for students to engage in written expression. This action was fully implemented but is an action that is a work in progress (writing across the curriculum).

- Action 4: The SEED School of LA County has implemented a 1:1 student to device ratio and utilized digital textbooks to ensure all students had access to standards-aligned curriculum and instructional materials. We also provide students with consumables for reading materials, Project Lead the Way, and Illustrative Math. SEED LA has adopted rigorous curriculum in digital format that includes consumables, which is cost-effective and easily accessible to all students. This action was fully implemented.

- Action 5: The SEED School of LA County did not offer credit recovery in the 2023-24 school year because the plan was to offer it in the 2024-25 school year once the school served grades 9-11. This action was not implemented.

- Action 6: The SEED School of LA County provided all ELs with designated and integrated ELD. SEED LA adopted the College Board ELD curriculum. ELs were provided tiered intervention during the intervention block, ELD and tutoring services afterschool. This action was fully implemented.

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.

The following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 3: Writing was embedded into the College Board and Pre-AP Curriculum, which was both cost-effective and in alignment to the academic content standard and rigor

- Action 4: Technology devices were purchased but there was a slight overestimation of projected costs.

- Action 5: There were no costs associated with Credit Recovery since it will be implemented in the 2024-25 school year (once we serve grades 9-11)

- Action 6: This action is a duplicate action found in Goal 4 Action 3. So, this expense far exceeded what was projected for tutoring services for English Learners.

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

- Action 1: This year, SEED LA has had over a 95% completion rate for MAP assessment that has shown substantial growth in Reading, Math, and Science.

Challenges: None identified.

- Action 2: Scholars have participated in Scholar-Led Conferences with their parents where goal setting in done in partnership with parent, teacher, and student. ABC Conferences (Attendance/Behavior/Course Performance) is another dimension to this action where scholars must review their data in those elements and set realistic goals.

Challenges: None identified.

- Action 3: All curriculum adopted and implemented includes writing as a critical component of the course of study.

Challenges: We want to build a cohesive curriculum offering for students that includes written expression in all courses offered at SEED LA. It requires a great deal of research, vetting, and assessing our current curriculum throughout the school year.

- Action 4: SEED LA is committed to bolstering its digital tools for all students and making access equitable. Most curriculum is provided in digital format with the exception of a few courses including Strength and Conditioning.

Challenges: We are working to build a digital platform for some courses such as Strength and Conditioning, etc. Also, the Performance Matters framework was not implemented, instead we shifted to the Panorama Data Platform which provides a comprehensive platform to include multiple types of student data.

- Action 5: Last year we did not have any scholars requiring credit recovery due to our support in our boarding/afterschool program.

Challenges: This year after reviewing Fall Semester grades, we identified a few students that are credit deficient and are currently researching to the most effective and efficient method and/or program to implement for the 2024-25 school year

- Action 6: EL were provided tutoring services and access to intervention programs and services.

Challenges: For the 2022-23 school year, SEED LA had a 0% reclassification rate. ELs performed in the lower level of the summative ELPAC therefore not eligible for reclassification. Summative ELPAC results were not reported because <11 ELs were tested. For the 2024-25 school year there is a need to provide teachers with additional professional development on the ELD standards, and targeted tiered intervention for EL to improve language acquisition so they are eligible to reclassify.

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

The goal, metrics and actions were all revised to align to the required State Priorities, the school's educational program, MTSS Framework and 4 Pillars of Community Schools. For the 2024-25 LCAP, Goal #2 will focus on the instructional needs of educators and leadership, pedagogical strategies and addressing the diverse learning needs of ELs, and Students with Disabilities, while integrating PBL with problem-based learning.

Ensuring teachers are equipped with the skills to address the learning needs is critical to ensure students are engaged, and college and career ready. Considering a substantial percentage of teacher are not appropriately credentialed (Priority 1) as defined by CDE's Teacher Assignment Monitoring Outcome (TAMO) there is a need to provide consistent instructional coaching and professional learning opportunities to build teacher capacity, expertise, and improve teacher retention rates. As SEED LA continues to expand by one grade level, there is a need to ensure all students have access to standards aligned curricula for all subject areas; and teachers implement the academic content standards for all students including integrated ELD across all disciplines (Priority 2).

These changes were made to avoid redundancy with goals, actions and metrics as was the case in the 2023-24 LCAP; and to provide a clear and transparent document that our educational partners will be able to understand and hold school administrators accountable for. SEED LA has developed a one-year LCAP for 2024-25 and metrics (measuring and reporting results) will reflect, "Target for Year 1 Outcome" – an option made available to charter schools per the CDE LCAP instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Parent/Guardian Involvement: Provide meaningful and engaging opportunities for parents to become an integral part of their child 's learning process and a key stakeholder in the educational decision-making process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents/guardians attending school events	Baseline will be collected in opening year	Not applicable	2022-23: 73%	2023-24:75%	Increase 5%
% of parents/guardians satisfied with the overall educational program	Baseline will be collected in opening year	Not applicable	Not applicable	91%	80%

Goal Analysis

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

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

- Action 1: The SEED School of LA County knows and understands that partnering with families is critical to the success of every student. We hosted multiple opportunities to engage parents including student-led conferences, Townhall Meetings, College tours, schoolwide holiday events (ex. Gratitude Dinner, the annual Dream Ceremony). In addition, we solicited parent input in decision-making through the Parent Advisory Committee (PAC); and Wellness Committee with the development of the LCAP and strategies to support families to improve daily student attendance (reduce chronic absenteeism rates). This action was fully implemented.

- Action 2: The SEED School of LA County annually administers a parent/family survey to measure multiple areas including school connectedness, safety, and satisfaction with our educational program. Results are reported annually on the LCAP and presented to our educational partners. This action was fully implemented.

- Action 3: The SEED School of Los Angeles County has designed and implemented Parent University, a series of parent workshops that include components of College and Career Readiness. This action was fully implemented.

- Action 4: The SEED School of LA County hired the Family & Community Engagement (FACE) Manager who communicated with families on a regular basis and supported our home-school collaboration. This action was fully implemented.

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.

The following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 1: Family Engagement took place, but expenses were minimal since it was led by school staff.

- Action 3: College & Career workshops were hosted by the school and led by school staff therefore costs were minimal.

- Action 4: There were additional expenses to cover the salary of the Family & Community Engagement (FACE) Manager.

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

- Action 1: Parent programming has been a hallmark of our school life as we have engaged our parents in several activities for them to take part. Parent participation and involvement at events have varied, with some events with 84% participation from families.

Challenges: Our temporary location presented a challenge in accessibility for some families because of the location and distance from their residence. However, with the recent move (May 2024) to the new facility within the community which we mostly serve we anticipate challenges to be minimal.

- Action 2: Parents/Families reported an over 85% satisfaction with SEED LA.

Challenges: We identified the need to survey families with more frequency.

- Action 3: SEED LA hosted two college visits with parents and scholars at UCLA and UC Santa Barbara. During these visits, families are receiving information in regard to admissions, financial aid, student life, and resources available at the school. We have over 50% of families represented at these college visits/workshops.

Challenges: We will be working towards increasing parent participation at all schoolwide events.

- Action 4: The role of the Family & Community Engagement (FACE) Manager was essential to our educational program. The FACE manager conducts outreach to families, seeks partnerships with community-based organizations and local agencies to support students and families.

Challenges: None identified.

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

The goal, metrics and actions were all revised to align to the required State Priorities, the school's educational program, 4 Pillars of Community Schools specifically Family and community engagement and identified schoolwide needs. For the 2024-25 LCAP, Goal #3 will focus on improving family/caregiver engagement including opportunities to participate in decision-making to improve student outcomes, school climate and connectedness. As SEED LA continues to expand by one grade level annually, there is a need to keep parents informed of each student's academic progress to ensure all students meet A-G eligibility requirements and are on track to graduate on time. Parent will need to be informed of A-G requirements as we partner with them to improve student outcomes.

These changes were made to avoid redundancy with goals, actions and metrics as was the case in the 2023-24 LCAP; and to provide a clear and transparent document that our educational partners will be able to understand and hold school administrators accountable for. SEED LA has developed a one-year LCAP for 2024-25 and metrics (measuring and reporting results) will reflect, "Target for Year 1 Outcome" – an option made available to charter schools per the CDE LCAP instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Student Achievement: All students will gain the necessary knowledge, skills, and dispositions through a rigorous academic program, preparing them for career readiness in transportation infrastructure, STEM, and the humanities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% student proficiency on CAASPP ELA	34% based on composite scores of local schools, the district, county and state	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 11	45%
% student proficiency on CAASPP Math	36% based on composite scores of local schools, the district, county and state	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 11	46%
% EL Students reclassified	Baseline will be collected in opening year	Not applicable	Not applicable	2022-23: 0%	43%
# eligible students testing in grades 10 or 12 CAST	Baseline will be collected in opening year	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 12	NA

Goal Analysis

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

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

- Action 1: The SEED School of LA County provided all students with College Preparation Career Education through the 5Es - a College Knowledge and Advising synthesizes an individualized college exposure, fit, and match process for each student and teaches financial education through the College Knowledge and Advising programming. In conjunction with a rigorous academic and social/emotional program, SEED LA learned that intentional college programming focused on college exposure, the college process, college financing, and college transition and completion will increase our students' ability to graduate from college. Moreover, as a result of internal and external research, SEED has learned that college matching matters and application to and enrollment in "right fit" colleges/universities increases the likelihood students—especially those from underrepresented communities—will graduate from college within a 6-year time period. Therefore, the SEED network is committed to implementing standards of practice which align with SEED's College Matching Tier System. This action was fully implemented.

- Action 2: This action was fully implemented.

This school year, SEED School of LA County has provided students with the following experiential learning opportunities:

- 12 Scholars participated in Emerald Bay Outdoor Academy for science, conservation, and research
- 4 Scholars are participants in the YMCA Youth and Government Program
- 10 Scholars are participating in the Harvard Model Congress in San Francisco (January 2024)

- Action 3: EL were provided tutoring services and access to intervention programs and services. This action was fully implemented.

- Action 4: Currently, the SEED School of LA County serves grades 9-10. In the 2024-25 school year, we will serve grades 9-11 and will provide this action for students in grade 11. This action was not implemented.

- Action 5: SEED LA is currently researching credit recovery programs for adoption in the 2024-25 school year. This action was not implemented.

- Action 6: The SEED School of LA County uses it daily advisory class to conduct data conferences with students. The advisory teacher utilizes PowerSchool data and develops a report to determine which students need additional support based on findings from formative assessments.

When a student has not demonstrated success or mastery as measured by the formative assessment, they meet with their teacher during office hours to develop an action plan and address gaps. This action was fully implemented.

- Action 7: The SEED School of LA County has developed partnerships with LA Metro that provide seminars and work-based mentorship programming for our students. Each quarter, our 9th grade scholars design a Presentation of Learning that is presented to the executive leadership of LA Metro and SEED LA. This action was fully implemented.

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.

The following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 2: This action was included in Goal 5, Action 4, therefore a duplicate action.

- Action 3: There were additional expenses incurred to provide ELs with additional tutoring to address learning gaps and support student learning. (Also, a duplicate action was identified in Goal 2, Action 6)

- Action 4: Most Test prep will take place in the 2024-25 school year, once SEED LA offers grade 11.

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

- Action 1: The College Knowledge and Advising course was a success at SEED LA, a requirement for all 9th grade students. The course includes lessons on scholarly habits (time management, study skills), college access and programming, understanding the importance of a college degree, etc.

Challenges: The curriculum lacked elements to the SEED educational model including SEED Approach to College Fit and Match, transcript analysis, and writing personal statements. We modified and tailored the curriculum to address these gaps.

- Action 2: Scholars had multiple opportunities to engage in meaningful experiential and exposure opportunities to include, but not limited to, fieldtrips, service learning, international excursions. Scholars have been able to participate in the Harvard Model Congress, Emerald Bay Outdoors STEM program, YMCA Youth in Government, Los Angeles College Fair, etc.

<u>In the 2022-23 School Year:</u>

- Eight Scholars participated in an international exchange program in Rio de Janeiro, Brazil with Onda Solidaria (June 2023 - July 2023)

- Completed a successful inaugural LA Metro Project Based Seminar for Transportation, Infrastructure, and Engineering

- Three scholars won 1st, 2nd, and 3rd Place taking home $22K to launch their business through the Grant Cardone Entrepreneur Pitch in Miami, Florida

- Two Scholars took part in a two-week STEM Science Camp

Challenges: No identified challenges or ineffective action.

- Action 3: EL were provided tutoring services and access to intervention programs and services.

Challenges: For the 2022-23 school year, SEED LA had a 0% reclassification rate. ELs performed in the lower level of the summative ELPAC therefore not eligible for reclassification. Summative ELPAC results were not reported because <11 ELs were tested. For the 2024-25 school year there is a need to provide teachers with additional professional development on the ELD standards, and targeted tiered intervention for EL to improve language acquisition so they are eligible to reclassify.

- Action 4: SEED LA is planning to purchase and facilitate ACT/SAT preparatory courses during student life/after school programming for 11th grade students in the 2024-25 school year.

Challenges: We are working to build in the time into our Sophomore Seminar which is where the ACT/SAT prep courses will take place.

- Action 5: Last year we did not have any scholars requiring credit recovery due to our support in our boarding/afterschool program.

Challenges: As of this school year, at the conclusion of S1, there are several students requiring credit recovery. We will determine the most effective strategies to ensure credit deficient students make-up courses the following semester to ensure they are on-track to graduate on-time and meeting A-G eligibility requirements. We will also ensure these students have access to tutoring services and that the counselor is closely monitoring student progress through frequent check-ins.

- Action 6: Students utilized the advisory time to engage in a data dive across their course performance, which included - MAP data, formative assessments, as part of goal setting.

Challenges: A challenge in this area has been ensuring that all scholars have access to PowerSchool to be prepared to goal set during advisory. We have printed out data sheets for students, however, we are working to support scholars in taking ownership of their learning.

- Action 7: 100% of scholars are required to participate in the LA Metro Seminars that is connected to work-based learning. Scholars have shown in a recent survey a 47% increase in STEM/Transportation/Infrastructure career opportunities.

Challenges: We are working to continue refining scholars' presentation skills.

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

The goal, metric and action were all revised to reflect a focus goal as required Equity Multiplier funds (Goal #4). SEED LA currently has 53% of its teachers appropriately credentialed per CDE's TAMO guidelines, therefore this focus goal will be a 3-year target to reach 90% 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.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
5	Student Engagement: All students will be engaged in a rigorous and engaging academic program with a nurturing boarding program that focuses on academic, residential, mental health, physical health, social, and enrichment programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% students meeting grade level A-G requirements	Baseline will be collected in opening year	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 12	73%
HS Graduation rate	Baseline will be collected in opening year	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 12	N/A
Average Daily Attendance (ADA)	Baseline will be collected in opening year	Not applicable	Not applicable	2022-23: 93.9%	96%
Chronic Absenteeism	Baseline will be collected in opening year	Not applicable	Not applicable	25.9%	0%
Suspension Rate	Baseline will be collected in opening year	Not applicable	Not applicable	38.89%	0%

Dropout Rate	Baseline will be collected in opening year	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 12	<1%

Goal Analysis

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

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

- Action 1: SEED LA worked diligently with families to ensure strong attendance rate with all students. We offered transportation to school on Sunday evenings and back home on Friday afternoons. This transportation services varies from school van, chartered buses, and Hop Skip Drive. When a student approached the truancy threshold, the Student Support Services Team met with the student and their family to identify barriers to daily attendance. This action was fully implemented but continues to be an area for growth.

- Action 2: This action does not apply. The SEED School of LA County will graduate its first class in the 2025-26 school year. This action was not implemented.

- Action 3: SEED LA has developed a scope and sequence of courses to ensure all students meet A-G eligibility requirements upon graduation. This Spring 2024, SEED LA earned WASC accreditation, therefore our staff is working towards submitting course for A-G approval. This action was fully implemented.

- Action 4: SEED LA fundamentally believes in leadership programming, service learning, and field experiences as a means to enhance the academic and social profile of our students. Our academic and student life programs provide opportunities (24 hours/day) for all students to engage in meaningful experiences. This action was fully implemented.

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.

The following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 1: Costs for attendance monitoring staff exceeded projected costs.

- Action 4: There was an overestimation on the costs for Experiential learning activities for our students.

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

- Action 1: For the first year, we had 74.1% of scholars who did not have chronic absenteeism.

Challenges: SEED LA had a 24.9% chronic absenteeism in SY22/23. This was a mixture of students who were chronically absent and who may have received an out of school suspension. Given that we are a boarding school and in a temporary location, our 24-hour clock presented some challenges. When a student missed the bus to transport them to school, this often resulted in returning to school days later. We were unable to offer hop, skip, and drive for students that consistently missed the bus due to financial constraints. Families and students were informed of the bus schedule with constant reminders.

- Action 2: This action does not apply since SEED LA served grades 9-10.

Challenges: None identified

- Action 3: Based on transcript reviews this past semester, we've identified students who will need credit recovery in Fall 2024.

Challenges: This Spring 2024, SEED LA earned WASC accreditation, therefore our staff is working towards submitting course for A-G approval.

- Action 4: Our students participated in youth development programming with Peer Mediators and the Breaking the Wall program, which included PBIS implementation and awards to celebrate students who exuded positive behavior. Our students participated in learning experiences related to theatre, art, music, STEM, and cultural events.

Challenges: None identified.

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

The goal, metric and action were all revised to reflect a focus goal as required for Equity Multiplier funds (Goal #5). In the 2022-23 school year SEED LA reported suspension rates at 38.9% schoolwide. Based on feedback from our educational partners, there is a need to hire an additional Dean of Students (after hours) at the dormitory to further continue the SEL practices from the school, including restorative practices, alternatives to suspension and activities that will support a positive and safe school climate.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
6	School Climate: All students will be provided with a nurturing, 24-hour boarding environment to promote critical social and non-cognitive skills (e.g., resiliency, long-term goal setting) and habits of mind (e.g., critical and analytical thinking, academic inquisitiveness).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% staff who feel supported with job-embedded Professional Development (staff survey)	Baseline will be collected in opening year	Not applicable	2022-23: 86%	2023-24: 87%	80%
% Parents satisfied with the overall educational program (parent survey)	Baseline will be collected in opening year	Not applicable	2022-23: 91%	2023-24: 80%	80%
% Students who believe SEED LA prepares them for College & Beyond (student survey)	Baseline will be collected in opening year	Not applicable	2022-23: 86%	2023-24: 91%	85%
% Students who score an overall Developmental Assets Profile (DAP) score of adequate or thriving (DAP Survey)	Baseline will be collected in opening year	Not applicable	2022-23: 45%	2023-24: 58%	85%

Goal Analysis

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

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

- Action 1: SEED LA partnered with organizations and curricula companies with success in employing restorative practices. The leadership ensured that restorative practices were embedded in weekly professional development across all departments. This action was fully implemented.

- Action 2: SEED LA provided students with access to a social worker, psychologist, and a school nurse. This action was fully implemented.

- Action 3: The Student Life Program was the pulse of our school's educational model. SEED LA used the student life program to equip scholars with the skills to develop healthy socially and emotionally. This action was fully implemented.

- Action 4: SEED LA has a calendar of safety drills to include fire, active shooter, earthquake, and lockdown. The calendar was adhered to for both the academic day and student life programming. This action was fully implemented.

- Action 5: Students are provided with tutoring services through Ignite the Mind. Students exhibiting the most need as identified from MAP assessments, formative assessments, course performance, and Lexile/quantile scores, are prioritized. This action was fully implemented.

- Action 6: We plan to hire a Counselor in the 2024-25 school year. This action was not implemented.

- Action 7: SEED LA has adopted Dean's List and Panorama SEL Suite Service to fully support schoolwide PBIS implementation and serves as an SEL Universal Screener. The Panorama Platform provides easily accessible multitude of tools to fully implement MTSS schoolwide. This action was fully implemented.

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.

The following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 2: There was an overestimation in the projected costs for mental health support services. These services were provided.

- Action 3: These costs were included in other actions; therefore, this was an overestimation of costs.
- Action 5: Tutoring services took place, but actual costs were lower than projected.
- Action 7: PBIS took place, but actual costs were lower than projected.

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

- Action 1: SEED LA implemented the Tumaini and Wayfinder curriculum to teach restorative justice through SEL. It included an adult component for staff to adopt for adult-to-adult situations and adult to scholar.

Challenges: We are continuing to evaluate the effectiveness of the practices as we have a desire to reduce the number of conflicts and/or increase the number of scholars utilizing the RJ practices.

- Action 2: Our support staff provided extensive wrap-around around the clock services to our students. Students who required mental health supports based on their IEPs had access to the school psychologist. The Social Worker provided group therapy and mental health sessions for students on a weekly basis

Challenges: SEED LA experienced staffing challenges with the departure of the School Psychologist resulting in acquiring contracted services.

- Action 3: The SEL Survey from the 2022-23 school year compared with the 2023-24 school year has shown an increase in all 5 CASEL Core competencies by at least 10% with the most growth in Relationship Skills, Self-Management, and Self-Awareness.

Challenges: We aim to build teachers' capacity on how to intentionally teach these skills in classroom-based instruction.

- Action 4: The response time for students and staff in safety drills have improved with the increase frequency of drills.

Challenges: None identified.

- Action 5: We have documented a 24% increase of students who have self-selected to participate in tutoring after-school in the student life program. Course performance has increased from Q1 to Q2 within Semester 1 by 67%.

Challenges: SEED LA is interested in increasing the tutoring opportunities for students, but the company's model does not support large groups.

- Action 6: SEED LA has designed a Sophomore Seminar for College Readiness for the Class of 2026. The seminar included college tours, college fairs, ACT/SAT prep, resume writing, dual enrollment registration, FAFSA overview, etc.

Challenges: None identified.

- Action 7: The instructional team has redesigned the master schedule to allocate time for teacher teams to analyze student behavior data, develop and implement Tier 2 and 3 interventions.

Challenges: SEED LA has just completed its full build out of the Panorama system that is comprehensive in providing the necessary support to both the teacher, student, and guardian. The training for all staff persons is in progress.

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

For the 2024-25 LCAP: This goal, action and metric will be eliminated and combined with the newly revised Goal #1.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
7	Course Access: All students will have access to rigorous college-preparatory courses for career readiness in transportation infrastructure, STEM, and the humanities to prepare them to thrive in the 21st century.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% student graduating in 4 years	Not applicable	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 12	
% students graduating in 5 years	Not applicable	Not applicable	Not applicable	2022-23: Not applicable Did not serve grade 12	

Goal Analysis

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

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

- Action 1: This action was blank.

- Action 2: SEED LA has designed an individualized Personalized Learning Plan (PLP) for each student that is for goal setting and to take ownership of their learning. The PLP includes multiple types of data: MAP, attendance, and behavior reports, which students utilize to create their academic goals. This action was fully implemented.

- Action 3: SEED LA is researching whether to provide this service in the 2024-25 school considering college and universities in CA do not require these assessments. This action was not implemented.

- Action 4: SEED LA uses Project Lead the Way (PLTW) standards-aligned curriculum, for computer science, engineering, and biomedical science courses. PLTW curriculum is a bridge to LA Metro's programming that focuses on transportation and infrastructure. This action was fully implemented.

- Action 5: SEED LA has designed a master schedule that includes intervention blocks that provide smaller class sizes, differentiated lessons, and additional academic support from teachers. This action was fully implemented.

- Action 6: SEED LA has designed a robust professional development program aligned to our instructional priorities and educational model. Our teachers receive job-embedded professional development weekly that focuses on evidence-based pedagogical strategies including: SEL, special education, trauma-informed practices, assessment design, and project-based learning. This action was fully implemented.

- Action 7: SEED LA underwent WASC Accreditation (Initial Visit) and was approved. SEED LA is now submitting its courses (scope and sequence) for A-G approval. This action was fully implemented.

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.

The following actions resulted in material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 2: There were no costs for PLPs as this was completed by staff (identified in other actions) and students.

- Action 6: Professional development costs were lower than projected.

- Action 7: A-G course sequencing started in early June 2024 (once SEED LA was accredited), therefore actual costs were lower than projected.

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

- Action 1: Not applicable

Challenges: Not appliable

- Action 2: Scholars have increased their GPAs in part by taking ownership of their Personalized Learning Plan (PLP). Approximately, 55% of 9th graders ended the school year with a 3.0 GPA or above.

Challenges: SEED LA has just completed its full build out of the Panorama system that is comprehensive in providing the necessary support to both the teacher, student, and guardian. The training for all staff persons is in progress. This system will automate the system that we are currently using.

- Action 3: Not applicable

Challenges: Not applicable

- Action 4: SEED LA has enhanced its offerings in STEM and the humanities to bolster a rigorous and comprehensive educational program. Over 50% of students have elected to enroll in those courses.

Challenges: None identified

- Action 5: A total of 14 out of 18 classes have yielded a differentiated learning score of Proficient based on the Danielson Framework Rubric that is used for classroom observations.

Challenges: We are aiming for 100% of classes to have positive outcomes in this area. The instructional coach as identified that as an area of focus and support for those teachers.

- Action 6: 63% of surveys at midyear conveyed that teachers believe that their professional practice has improved and led to student outcomes.

Challenges: SEED LA plans to adopt a professional learning community around project-based learning given that it is a focus in our charter petition. We are in the process of becoming an IB School for the MYP and DP programmes.

- Action 7: Our master schedule allows for students to enroll in eight courses each year, enhancing their access to A-G requirements; and graduate on-time.

Challenges: None identified.

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

For the 2024-25 LCAP: This goal, action and metric will be eliminated and combined with the newly revised Goal #1.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

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

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

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

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	Jubria Lewis Ed.D, Head of School	jlewis@seedschoolla.org (323) 843 - 6700

Plan Summary 2024-25

General Information

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

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 2023-24 school year, The SEED School of LA County completed its second year of operation, serving 178 students in grades 9-10, with the following student demographic: 49% Hispanic, 46% African American, 3% White, 2% American Indian, 35% Students with Disabilities (SWD), 8% English Learners, 3% Homeless, 3% Foster Youth, and 74% Socioeconomically Disadvantaged. Our school will expand by one grade level annually, serving grades 9-11 in the 2024-25 school year; and grades 9-12 in the 2025-26 school year, graduating its first class in June 2026.

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 a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), met the stakeholder engagement requirements outlined in CA EC 64001(j) including the following requirements outlined in CA EC 52062(a) as it applies to charter schools:

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

SEED LA's PHILOSOPHY & APPROACH

SEED's college prep learning environment extends well beyond the classroom. The SEED School's student life program is the boarding component of the school's 24-hour day, offering enrichment activities, athletics, student government, and academic tutoring both before and after the academic day.

The cornerstone of the student life program is the HALLS (Habits for Achieving Life-Long Success) curriculum, which teaches study skills, effective time management, interpersonal communication, and other skills that will prepare the scholars for success in their educational, personal, and professional endeavors.

During the student life program, students receive tutoring from volunteers, compete in athletics, attend cultural events, and participate in after-school activities such as student government, robotics, dance, and cooking classes. SEED LA partners with local and national organizations to expose students to new experiences that will broaden their world view and inspire new passions and pursuits.

Dorm life centers around "houses," each named for a college or university. This house structure encourages a sense of community and cohesion among peers. These tight-knit groups of students share daily routines, including study hall, mealtime, book clubs, and extracurricular activities.

Living in the dorms, students get a feel for life at college and learn how to live with others, a skill that will serve them well when they go to college.

At The SEED School of Los Angeles County, we believe rigor and support must go hand in hand. The Student Support Services' vision is to provide a continuum of coordinated support services, so students succeed at SEED, in college, and in life.

Students in grades nine through twelve will undertake a traditional college-preparatory curriculum, including Advanced Placement courses (starting 2024-25 school year), that introduces them to the course schedule they will encounter in college. The SEED School will offer a rigorous curriculum centered on transportation infrastructure, STEM, and the humanities, along with a wide range of elective courses that build upon the core content courses and provide a more challenging and enriching learning experience in the subjects that interest students most.

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 also facilitated a parent and family survey that yielded a 91% satisfaction rate with the quality of our programming and support of their child's success.

COLLEGE TRANSITION & SUCCESS SERVICES

Once a student graduates from SEED, our relationship with that student doesn't simply end there. The SEED Foundation has a program that provides additional support through the college years to help ensure that SEED graduates become college graduates. CTS offers various services, including financial aid advising, career advising, and university outreach.

EXPERIENTIAL LEARNING & EXTERNAL OPPORTUNITIES

The primary goal of Experiential Learning and External Opportunities is to enhance the student learning experience at SEED. The work is rooted in the SEED belief that we will provide an integrated and engaging program that fosters a love for learning, inside and outside of the classroom, during the academic year and summer months.

At SEED, we believe that each school year offers students an opportunity to engage with and be stimulated by the world around them. Whether participating in an internship, studying abroad, playing sports, participating in a STEAM summer camp, or engaging in a leadership program, students expand their horizons through off-campus enrichment activities.

In recent years, students from across the SEED network have completed service projects in Jamaica, Costa Rica, and Brazil, lived with families in Japan, Morocco, China, and India, and traveled throughout Greece through our Greek Classics Program.

ACCOMPLISHMENTS

The SEED School of Los Angeles County had numerous accomplishments this past year, its second year of operation. In Winter 2024, SEED LA underwent the WASC Initial visit and received accreditation status in late Spring 2024.

- In May 2024, SEED LA successfully moved into its new permanent facility located at 8400 S. Vermont Ave.

- Eight students participated in the Harvard Model Congress in San Francisco. This was a US Government Simulation run by Harvard University undergraduate students. A SEED LA 10th grader won an honorable mention.

- SEED LA Students that participated in the YMCA Youth in Government Program, met Vice-President Kamala Harris.

- SEED LA launched its athletic program in 2023-24. The Boys' basketball won the Central City Basketball Association (CCBA) Championship.

- A SEED LA 10th grade student participated in the Aviation Youth Mentorship program and won an all-expense paid trip to Washington, DC and participated in the Human to Mars Summit.

Reflections: Annual Performance

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

The SEED School of Los Angeles County completed its second year of operation (2023-24 school year) and therefore does not have a CA School Dashboard.

ELA/Math Performance: SEED LA administered NWEA MAP assessments to all students. The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

NWEA MAP Assessments provide the following information which is used to identify each student's areas of strength and growth, including identification for intervention courses, tutoring, and is used by teachers to inform instructional decision-making.

- RIT Score: MAP Growth uses the RIT (Rasch Unit) scale to measure and compare academic achievement and growth. Specifically, the scale measures levels in academic difficulty.

- Achievement Percentile: captures how a student is performing relative to the national norming sample. If the student's median achievement percentile is at 50%, it then means the student scored higher than 50% of students in the norming sample and lower than 50% of students in the norming sample.

- Quantile Score: nationally recognized mathematics score aligned to the NWEA Math RIT score. The Quantile score helps educators understand the difficulty of specific mathematical skills and concepts on a single developmental scale.

- Lexile Score is an estimate based on the student's RIT score. The Lexile measure reflects word frequency (semantics) and sentence length.

For the 2023-24 school year, SEED LA's students performed as follows:

- Grade 9: performed at the 60th percentile in ELA; compared to last year's 9th grade cohort that performed at the 50th percentile

- Grade 9: performed at the 50th percentile in Math; compared to last year's 9th grade cohort that performed at the 40th percentile

For the 2024-25 school year, SEED LA will implement the following to increase student performance:

- Daily Intervention blocks for ELA & Math

- The MTSS Team will use NWEA MAP data to assess and identify students for enrolment in intervention block.

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 challenges, lack of self-regulation, and drug use. For the 2024-25 school year, SEED LA will implement the following:

2022-23: Suspension		
Student Group	**Total**	**Rate**
All Students	35	38.9%
African American	15	39.5%
Asian	18	39.1%
SED	32	38.1%
SWD	16	47.1%

1. The Deans and School Leadership Team will attend the Restorative Practices Conference at LMU; and ensure those practices are implemented schoolwide.

2. Through a PLC model, schoolwide training on trauma-informed practices and brain-based research (survival versus the learning brain).

3. SEL curriculum and practices will be embedded schoolwide during the instructional day and during student life programming, including training on conflict resolution staffwide and for all students.

4. Will partner with local agencies to implement drug prevention, gang-prevention and intervention.

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 for high schools, it is a metric reflective of academic performance, school climate and student engagement. SEED LA identified the root causes of chronic absenteeism due to in part to our school's attendance policy. As a boarding school, students are required to return to school by Sunday evening. When they fail to do so, many students were absent most of the week. Based on conversations with our educational partners we identified issues with transportation was one of the primary reasons for not returning to campus on Sunday evenings. Other reasons for high chronic absenteeism were due to

2022-23: Chronic Absenteeism		
Student Group	**Total**	**Rate**
All Students	22	25.9%
African American	10	26.3%
Hispanic	11	26.8%
SED	19	23.8%
SWD	9	27.3%

suspensions. We are currently reviewing our behavior and suspension policy to implement alternatives to suspension that do not prevent students from learning.

SEED LA is taking several measures to improve daily attendance and decrease chronic absenteeism rates. With the recent relocation of our campus which is in closer proximity to the urban community we serve. SEED LA will continue to provide transportation services for students (MTS Pass) that lack transportation to improve daily attendance which impacts learning and school culture. SEED LA will implement additional support for parents to ensure they understand the importance of ensuring their child returns to school on-time each Sunday including workshops, ongoing communication, and home visits.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

The SEED School of Los Angeles County is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators, Principals	**Timeline of the process: January – May 2024**, The Senior Leadership Team met to discuss the 2023-24 LCAP Midyear Update, Equity Multiplier Funds (EMF) (required Goals), local data (MTSS). We conducted a needs assessment to identify needs of students who generated EMF, designed a survey for students and used this data to engage our educational partners (teachers, staff, parents, students, PAC). We identified root causes which influenced the development of the 2024-25 LCAP Goals, actions and metrics, including the development of the 2024-25 Budget. The Senior Leadership Team identified the following needs for 2024-25: • Need to review, revise Behavior and Suspension Policies. • Need an additional Dean of Student (after-hours): Implement Restorative Practices, Community Circles, Alternatives to Suspension, expand SEL practices at dormitory, ensure student arrive on time (Sunday check-in), meet with families, and expand schoolwide security. • Need to ensure all teachers are appropriately credentialed, support with induction expenses • Providing Instructional Coaching for all teachers: Content area and evidence-based pedagogical strategies. • Continue strengthening Department of Student Services to collaborate with the MTSS Coordinator to ensure services are provided to student in a timely manner. • Training to support SWD: Accommodations & Modifications, co-planning (General Education with Special Education Department/Education Specialist)

Teachers	**Timeline of the process: February – May 2024:** During staff development meetings with teachers we reviewed and discuss the 2023-24 LCAP Midyear Update, Equity Multiplier Funds (EMF) (required Goals), local data (NWEA, behavior, referral), classroom observation data, and solicited input on teacher identified needs as a school that is expanding annually by one grade level. Discussion took place on the move to a new permanent facility, including attendance and behavior challenges. Feedback provided: • Observation, feedback and instructional coaching; support with teacher induction (clear credentials) • PD: curriculum adoption (new adoptions and grade level expansion) • PD: Co-teaching model: Gen Ed/RSP - roll-out • PD: PBL, STEM integration • Behavioral challenges, SEL, TIP • More technology for student (integrate technology tools w/learning) - create policies to protect technology use of devices/destruction of devices. • Dean and Counseling services – address behavioral challenges, alternatives to suspension, PBIS and Restorative Practices.
Other School Personnel	**Timeline of the process: February – May 2024:** During staff development meetings with support staff we reviewed and discuss the 2023-24 LCAP Midyear Update, Equity Multiplier Funds (EMF) (required Goals), local data (NWEA, behavior, referral), classroom observation data, and solicited input on teacher identified needs as a school that is expanding annually by one grade level. Discussion took place on the move to a new permanent facility, including attendance and behavior challenges. Feedback provided: • SEL, brain-based activities, TIP, • Training: child development, adolescent, mental health supports, addressing behavioral challenges • Training: understanding the content for tutoring
Students	Timeline of the process: Focus group was developed in **Spring 2024** to solicit input on the LCAP, Equity Multiplier Funds, schoolwide initiatives and student needs to support the educational program. Feedback provided: • Requested additional Student Life, activities - after school • Have a voice to address concerns (student voice)

	• Additional classes: AP classes, add foreign language, theater, more business and financial literacy, food • Continue to provide afterschool tutoring • Continue visits to colleges/universities, and eligibility requirements (A-G)
Parent Advisory Committee (PAC)	**Timeline of the process: The PAC met on 4/25/24 and 5/30/24** to discuss the revision of LCAP goals, actions, metrics, , Equity Multiplier Funds (EMF), and schoolwide data to solicit input from the PAC. Feedback provided: • Continue to provide rigorous courses • Continue providing extracurricular activities for students to participate in: Student Leadership Conference • Need to develop a policy to hold students/families accountable for the misuse/destruction of technology devices • Need to provide counseling and mental health services to address students addicted to vaping, struggling with depression, and anxiety. **Date: 6/20/24:** The 2024-25 LCAP document that included the Equity Multiplier goals were reviewed and discussed with the PAC. The PAC was pleased with the additional two EMF goals, metrics and actions being funded with EMF. The PAC approved the 2024-25 LCAP for submission to The SEED School of Los Angeles Board of Directors.
ELAC, DELAC & EL-PAC	The SEED School of Los Angeles County has less than 21 English Learners, therefore not required to form an ELAC, DELAC, EL-PAC.
Parents including those representing Unduplicated Pupils	Date: May 2024 (Parent Survey) Feedback: • Ensuring academic intervention especially for at-risk students to address learning gaps (foundational skills) • Provide professional development needs and SEL support for teachers to ensure teacher retention. Parents were concerned with well-being of teachers. • Parents would like to participate in community circles and conflict resolution to avoid altercations in the home environment. They would like to learn these strategies to implement at home with their teen.

	• Parents would like to learn more about A-G eligibility requirements; strategies to support their child at home (weekends) and would like the school to continue providing academic support (during school, afterschool/after hours) to ensure students are on track to graduate on time.
SELPA Administrator	**Date: 5/29/24** Consulted with LACOE SELPA regarding the school's Special Education Program and programmatic needs for the 2024-25 school year; and discussion on Goal 1, Action 4. Feedback provided: • Suggested that SEED LA encourage parents to participate in the Community Advisory Committee (CAC) a committee specific for parents of SWD, per CA EC 56190. • Approved Goal 1, Action 4

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

The development of The SEED School of Los Angeles County's LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 1: Academic Universal screeners to identify student baseline, measure progress, and develop goals.

- Goal 1, Action 2: MTSS Coordinator, Instructional Coaching, identification of students for academic, social-emotional, behavioral and/or mental health needs.

- Goal 1, Action 3: Department of Student Services, SEL, Addressing behavioral challenges, Restorative Practices, Alternatives to Suspension.

- Goal 1, Action 4: SpED Department Coaching and co-planning with General Education teachers

- Goal 1, Action 5: Visits to Colleges/Universities, A-G College planning, College Knowledge & Advising, supporting college-going culture, counseling

- Goal 2, Action 1: Summer Professional Development; and ongoing during the year.

- Goal 2, Action 2: Instructional Coaches, Professional Development

- Goal 3, Action 1: School Climate, Student Life, and Security.

- Goal 3, Action 3: Parent workshops: A-G eligibility, graduation requirements, schoolwide initiatives, community circles/restorative practices.

- Goal 4, Action 1: Teacher induction expenses

- Goal 5, Action 1: Dean of Students (after hours), community circles/restorative practices, ensuring safe learning environment.

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 1 Outcome	Current Difference from Baseline
1	NWEA: ELA CGI Grade 9 Source: Local	2023-24: 58%			2024-25: 65%	
2	NWEA: Math CGI Grade 9 Source: Local	2023-24: 59%			2024-25: 65%	
3	NWEA: ELA CGI Grade 10: Source: Local	2023-24: 53%			2024-25: 65%	
4	NWEA: Math CGI Grade 10: Source: Local	2023-24: 56%			2024-25: 65%	
5	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	CDE did not provide results <11 enrolled.			2023-24: 30%	
6	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	CDE did not provide results <11 enrolled.			2023-24: 20%	
7	EL Reclassification Rate Source: Dataquest	2022-23: 0%			2023-24: 10%	

<table>
<tr><td>8</td><td>Attendance Rate
Source: CALPADS</td><td>2022-23: 93.9%</td><td></td><td></td><td>2023-24: 88%</td><td></td></tr>
<tr><td>9</td><td>Chronic Absenteeism Rates
Source: Dataquest</td><td><table><tr><th colspan="2">2022-23: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</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></td><td></td><td><table><tr><th colspan="2">2023-24: Chronic Absenteeism</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>24%</td></tr><tr><td>African American</td><td>36%</td></tr><tr><td>Hispanic</td><td>15%</td></tr><tr><td>SED</td><td>25%</td></tr><tr><td>SWD</td><td>19%</td></tr></table></td><td></td></tr>
<tr><td>10</td><td>Suspension Rate
Source: Dataquest</td><td><table><tr><th colspan="2">2022-23: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>38.9%</td></tr><tr><td>African American</td><td>39.5%</td></tr><tr><td>Asian</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></td><td></td><td><table><tr><th colspan="2">2023-24: Suspension</th></tr><tr><th>Student Group</th><th>Rate</th></tr><tr><td>All Students</td><td>38%</td></tr><tr><td>African American</td><td>58%</td></tr><tr><td>Asian</td><td>24%</td></tr><tr><td>SED</td><td>38%</td></tr><tr><td>SWD</td><td>44%</td></tr></table></td><td></td></tr>
<tr><td>11</td><td>Expulsion Rate
Source: Dataquest</td><td>2022-23: 0%</td><td></td><td></td><td>2023-24: 0%</td><td></td></tr>
<tr><td>12</td><td>% students participating in elective course.
Source: Master Schedule
CALPADS</td><td>2023-24: 100%</td><td></td><td></td><td>2024-25: 100%</td><td></td></tr>
<tr><td>13</td><td>% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 9
Source: SARC</td><td>2022-23: 74%</td><td></td><td></td><td>2023-24: 100%</td><td></td></tr>
</table>

NOTE: The SEED School of Los Angeles County currently serves grades 9-10 (2023-24 school year), expanding by one grade level annually to serve grades 9-12 by the 2025-26 school year; and will have published CA School Dashboard data starting with the 2024 Dashboard, therefore the following CDE LCAP required metrics do not apply for the 2024-25 LCAP (one-year).

- Performance on Statewide CAASPP (grade 11) – Baseline will be reported by CDE 2025-26 school year
- Performance on statewide CAST (grade 12) – baseline will be reported by CDE 2026-27 school year
- % of pupils who complete courses that satisfy UC A-G
- % of pupils who complete CTE course from approved pathways
- % of pupils who have completed both A-G & CTE
- % of pupils who pass AP exams with a score of 3 or higher.
- % of pupils prepared for college by the EAP (gr 11 SBAC) Baseline will be reported by CDE 2025-26 school year

- Priority 5:
  - Middle School dropout rate
  - High School dropout rate
  - High School graduation rates

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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. They include: • NWEA MAP: Reading, Math and Science: 3 times/year • Formative & summative curricular assessments • State mandated assessments: CAASPP, ELPAC, CAST, and PFT 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.	$24,359	N
2	Addressing Academic Barriers to Learning	The SEED School of Los Angeles County 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 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.	$119,541	Y

		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 utilize 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 for Mathematics, DreamBox Reading, 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. SEED LA also recognizes that another barrier to academic performance is chronic absenteeism, particularly as a countywide school with a boarding component. Transportation offered by the school is another resource and support to the students and families in being able to fully access all the academic supports and interventions offered during the day and evening programs. 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. Our Multi-tiered Systems of Support (MTSS) will be inclusive to improve overall daily student attendance,	$304,889	Y

		reduce chronic absenteeism rates, address social-emotional, 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. ● 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 as an alternative to Out-of-School Suspensions where this staff will facilitate lessons on responsible decision-making, restorative justice and healing circles, etc. ● Continued use of the Wayfinder and 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 (SWD)	SEED LA offers a full inclusion model for students with disabilities. 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	$375,081	N

		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 Dreambox, 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 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. 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	$226,541	Y

		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 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.		

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 the 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 1 Outcome	Current Difference from Baseline
14	% teachers – fully credentialed & appropriately assigned. Source: CALPADS	2022-23: 55%			2023-24: 53%	

15	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
16	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	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: 4 Science: 4 CTE: 3 Health: 4 PE: 4 VAPA: 3 World Language: 3	

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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. 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 12 days of 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.	$1,9,12,955	Y
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	$273,244	Y

		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, Instructional Coach/ELD Specialist, and SPED Administrator, which includes classroom observations, feedback cycles, and peer observations. Professional development areas of focus for the 2024-25 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.		
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: • Springboard ELA 11	$70,000	N

		• Illustrative Math (Algebra II) • DBQ Project for World History • 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		
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. The IT Manager to facilitate technological capabilities in all classrooms for both students and staff.	$30,000	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good			2024-25: Good	
18	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development;	2023-24: 9. 3 10.3 11.3 12.3			2024-25: 9. 3 10.3 11.4 12.3	

	3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.					
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 4 3. 3 4. 4			2024-25: 1. 4 2. 4 3. 4 4. 4	
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	2023-24: 61% Sense of Safety 70% School connectedness			2024-25: 65% Sense of Safety 75% School connectedness	
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	2023-24: 60% Sense of Safety 80% School connectedness			2024-25: 65% Sense of Safety 85% School connectedness	

22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	2023-24: 77% Sense of Safety 96% School connectedness			2024-25: 80% Sense of Safety >90% School connectedness	

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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 and Wayfinder SEL Curriculum. Dean's List app will be used to execute our PBIS, a communication tool accessible to families. 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. 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. From 7 AM – 11 PM, SEED has two	$254,000	Y

		security guards present and 1 guard from 11 PM – 7 AM. Guard 1 is to maintain a presence at the front desk monitoring cameras and door access points as well as assisting with visitor check-in. Guard 2 roams the campus to keep visual around the site, checking doors, checking for hazards and security breaches, assisting with de-escalation, and responding to radio calls from Guard 1. The overnight guard monitors cameras and door access points from the front desk. 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 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	$0	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	$183,778	Y

		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 also facilitated a parent and family survey that yielded a 91% satisfaction rate with the quality of our programming and support of their child's success. 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.		
4	Basic Services: Facilities	SEED LA strives to provide all students and staff with a safe and clean school facility site that meets the learning needs of our students including a dormitory. Annually, the Facility Inspection Tool (FIT) report will be completed, and results will be reported on the SARC, Local Indicators Report, and LCAP.	$647,501	N

Goal

Goal #	Description	Type of Goal
4	By 2025-26, ensure 80% 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. SEED LA currently has 53% of its teachers appropriately credentialed per CDE's TAMO guidelines, therefore this focus goal will be a 3-year target to reach 90% 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
14	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2022-23: 53%			2025-26: 80%	
15	% of teachers enrolled in an induction program to clear credentials.	2023-24: 0%			2025-26:100%	

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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.	$15,000	N

		To support teacher effectiveness, teacher retention, and the credentialing clearance process, SEED LA will reimburse employees for teacher induction expenses. 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.		

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Suspension Rate Source: Dataquest	**2022-23: Suspension** **Student Group** / **Rate** All Students 38.9% African American 39.5% Asian 39.1% SED 38.1% SWD 47.1%			2025-26: <10% (schoolwide and all student groups)	

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.

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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	The Dean of Students (after hours) 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. 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	$84,274	Y

		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.)		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,224,432	$147,032

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
38.31%	0%	$0	38.31%

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. Feedback from our educational partners (Leadership, teachers, parents) indicated the need for tiered intervention built into the instructional day, and after-school.	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	The metrics that will be used to monitor effectiveness: • #1: NWEA MAP CGI ELA: Grade 9 • #2: NWEA MAP CGI Math: Grade 9 • #3: NWEA MAP CGI ELA: Grade 10

<table>
<tr>
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<td>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 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>• #4: NWEA MAP CGI Math: Grade 10</td>
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<tr>
<td>Goal 1, Action 3 & Goal 5, Action 1</td>
<td>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 challenges, lack of self-regulations, and drug use.

<table>
<tr><th colspan="3">2022-23: Suspension</th></tr>
<tr><th>Student Group</th><th>Total</th><th>Rate</th></tr>
<tr><td>All Students</td><td>35</td><td>38.9%</td></tr>
<tr><td>African American</td><td>15</td><td>39.5%</td></tr>
<tr><td>Asian</td><td>18</td><td>39.1%</td></tr>
<tr><td>SED</td><td>32</td><td>38.1%</td></tr>
<tr><td>SWD</td><td>16</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>The metrics that will be used to monitor effectiveness:
• #9: Chronic Absenteeism Rates
• #10: Suspension Rates</td>
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</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.

2022-23: Chronic Absenteeism		
Student Group	**Total**	**Rate**
All Students	22	25.9%
African American	10	26.3%
Hispanic	11	26.8%
SED	19	23.8%
SWD	9	27.3%

- 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 Wayfinder and 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-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. (See engaging educational partners section)	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	The metrics that will be used to monitor effectiveness: • #20: Other Local Measure - Student Survey: Sense of safety & school connectedness • Local Survey on College & Career readiness

		academic and social 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 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. (See engaging educational partners section)	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 12 days of 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. All teachers will provide office hours, an opportunity for students to receive additional tutoring to address learning gaps.	The metrics that will be used to monitor effectiveness: • #1: NWEA MAP CGI ELA: Grade 9 • #2: NWEA MAP CGI Math: Grade 9 • #3: NWEA MAP CGI ELA: Grade 10 • #4: NWEA MAP CGI Math: Grade 10 • #16: Implementation of the State Academic content & performance standards for all students & enable ELs access.

Goal 2, Action 2:	Professional development is critical to transform school culture, school climate, and student academic 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. (See Engaging Educational Partners section)	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, Instructional Coach/ELD Specialist, and SPED Administrator, which includes classroom observations, feedback cycles, and peer observations. Professional development areas of focus for the 2024-25 school year include: • Project Based Learning • Project Lead the Way • 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.	The metrics that will be used to monitor effectiveness: • #16: Implementation of the State Academic content & performance standards for all students & enable ELs access. • #22: Other Local Measure - Staff Survey: Sense of safety & school connectedness

		These actions will create an opportunity to build teacher capacity and strengthen the delivery of instruction using evidence-based strategies that we anticipate will improve reading and math instruction; and strategies to support ELs and SWD using effective tiered intervention.	
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 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	The metrics that will be used to monitor effectiveness: • #19: Parent participation in programs for UP & SWD • #21: Other Local Measure - Parent Survey: Sense of safety & school connectedness.

		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	Not applicable	Not applicable	Not applicable

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.

Not applicable

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. (Goal 1, Action 3)

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,689,579.48	$ 2,373,428.79

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	Well-qualified teachers	No	$ 1,515,042	$ 1,522,215
1	2	Well Qualified Teachers-Professional Development	Yes	$ 267,360	$ 268,626
1	3	Technology access	No	$ -	$ -
1	4	Emergency preparedness	No	$ 2,000	$ 242
1	5	Well-maintained facility	No	$ 10,000	$ 47,883
2	1	Assessments	No	$ 15,787	$ 10,408
2	2	Student goal setting	No	$ -	$ -
2	3	Student writing	No	$ 26,033	$ 1,070
2	4	Digital tools	Yes	$ 78,810	$ 62,516
2	5	Credit recovery	No	$ 11,190	$ -
2	6	ELD tutoring	Yes	$ 6,000	$ 3,971
3	1	Family engagement	No	$ 20,000	$ 1,417
3	2	Family Survey	No	$ -	
3	3	College & career workshops	Yes	$ 5,000	$ 280
3	4	FACE Manager	Yes	$ 45,375	$ 53,350
4	1	Career Education	No	$ 12,000	$ 14,406
4	2	Experiential learning	No	$ 35,000	
4	3	ELD tutoring	No	$ -	$ 6,200
4	4	Counseling & test prep	No	$ 6,850	$ 3,000
4	5	Credit recovery	Yes	$ -	$ -
4	6	Student Goal Setting	No	$ -	$ -
4	7	Work-based learning	No	$ -	$ -
5	1	Attendance	No	$ 12,000	$ 82,834
5	2	Graduation rate	No	$ -	$ -
5	3	A-G requirements	No	$ 7,200	$ 5,556
5	4	Exposure & Experiential Activities	Yes	$ 219,500	$ 57,855
6	1	Restorative Justice PD	Yes	$ 7,970	$ 9,642
6	2	Mental and health support services	Yes	$ 216,127	$ 140,939
6	3	Student life program	Yes	$ 10,000	$ -
6	4	School Safety Drills	No	$ -	$ -
6	5	Academic tutoring	Yes	$ 30,000	$ 14,827
6	6	College Counseling	Yes	$ 14,005	$ 14,005
6	7	PBIS	Yes	$ 20,000	$ 13,175
7	2	Personalized Learning Plans	Yes	$ 14,605	$ -
7	3	Practice tests	No	$ -	$ -
7	4	Career exploration	Yes	$ 15,000	$ 11,412
7	5	Differentiation	No	$ -	$ -
7	6	Teacher Professional Development	Yes	$ 47,000	$ 21,750
7	7	A-G course sequence	Yes	$ 19,725	$ 5,850

2023-2024 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)
$ 646,363	$ 1,016,477	$ 646,482	$ 369,996	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	2	Well Qualified Teachers- Professional Development	Yes	$ 267,360	$ 268,625.85	0.000%	0.000%
2	4	Digital tools	Yes	$ 78,810	$ 31,056.00	0.000%	0.000%
2	6	ELD tutoring	Yes	$ 6,000	$ 3,970.84	0.000%	0.000%
3	3	College & career workshops	Yes	$ 5,000	$ 23.75	0.000%	0.000%
3	4	FACE Manager	Yes	$ 45,375	$ 53,350.05	0.000%	0.000%
4	5	Credit recovery	Yes	$ -	$ -	0.000%	
5	4	Exposure & Experiential Activities	Yes	$ 219,500	$ 57,855.00	0.000%	0.000%
6	1	Restorative Justice PD	Yes	$ 7,970	$ 9,641.90	0.000%	0.000%
6	2	Mental and health support services	Yes	$ 216,127	$ 140,938.77	0.000%	0.000%
6	3	Student life program	Yes	$ 10,000	$ -	0.000%	
6	5	Academic tutoring	Yes	$ 30,000	$ 14,826.95	0.000%	0.000%
6	6	College Counseling	Yes	$ 14,005	$ 14,005.00	0.000%	0.000%
6	7	PBIS	Yes	$ 20,000	$ 13,175.00	0.000%	0.000%
7	2	Personalized Learning Plans	Yes	$ 14,605	$ -	0.000%	
7	4	Career exploration	Yes	$ 15,000	$ 11,412.48	0.000%	0.000%
7	6	Teacher Professional Development	Yes	$ 47,000	$ 21,750.00	0.000%	0.000%
7	7	A-G course sequence	Yes	$ 19,725	$ 5,850.00	0.000%	0.000%

2023-2024 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)
$ 1,891,085	$ 646,363	0.000%	34.179%	$ 646,482	0.000%	34.186%	$0.00 - No Ca	0.00% - No Carryover

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	$ 3,195,990	$ 1,224,432	38.312%	0.000%	38.312%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,542,082	$ 706,565	$ 125,774	$ 146,741	$ 4,521,161.63	$ 3,051,223	$ 1,469,939

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
1	1	Student assessment of learning	All	No				Ongoing	$ -	$ 24,359	$ 24,359	$ -	$ -	$ -	$ 24,359
1	2	Addressing Academic Barriers to Learning	All	Yes	LEA-wide	All	SEED LA	Ongoing	$ 104,095	$ 15,446	$ 72,555	$ -	$ -	$ 46,985	$ 119,541
1	3	Addressing SEL/Behavioral Barriers to Learning	All	Yes	LEA-wide	All	SEED LA	Ongoing	$ 155,729	$ 149,160	$ 304,889	$ -	$ -	$ -	$ 304,889
1	4	Supporting Students with Disabilities (SWD)	All	No				Ongoing	$ 310,081	$ 65,000	$ 25,412	$ 249,913	$ -	$ 99,756	$ 375,081
1	5	College & Career Readiness	All	Yes	LEA-wide	All	SEED LA	Ongoing	$ 87,252	$ 139,289	$ 226,541	$ -	$ -	$ -	$ 226,541
2	1	Educators:Educational Programs	All	No				Ongoing	$ 1,581,528	$ -	$ 1,581,528	$ -	$ -	$ -	$ 1,581,528
2	1	Educators:Educational Programs	All	Yes	LEA-wide	All	SEED LA	Ongoing	$ 321,427	$ 10,000	$ 301,011	$ 30,416	$ -	$ -	$ 331,427
2	2	Professional Learning Opportunities	All	No				Ongoing	$ -	$ 10,353	$ 10,353	$ -	$ -	$ -	$ 10,353
2	2	Professional Learning Opportunities	All	Yes	LEA-wide	All	SEED LA	Ongoing	$ 229,059	$ 33,832	$ 262,891	$ -	$ -	$ -	$ 262,891
2	3	Basic Services: Core Curriculum	All	No				Ongoing	$ -	$ 70,000	$ 70,000	$ -	$ -	$ -	$ 70,000
2	4	Technology Learning Platform	All	No				Ongoing	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000
3	1	School Climate	All	No				Ongoing	$ -	$ 254,000	$ 254,000	$ -	$ -	$ -	$ 254,000
3	2	Parents: Decision-Making	All	No				Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3	3	Parent Engagement	All	No				Ongoing	$ -	$ 6,000	$ 6,000	$ -	$ -	$ -	$ 6,000
3	3	Parent Engagement	All	Yes	LEA-wide	All	SEED LA	Ongoing	$ 177,778	$ 0	$ 52,005	$ -	$ 125,774	$ -	$ 177,778
3	4	Basic Services: Facilities	All	No				Ongoing	$ -	$ 647,501	$ 316,000	$ 331,501	$ -	$ -	$ 647,501
4	1	Highly Prepared and qualified Educators that Support the Educational Program	All	No				Ongoing	$ -	$ 15,000	$ -	$ 15,000	$ -	$ -	$ 15,000
5	1	Culture of Learning & Respect: PBIS	All	Yes	LEA-wide	All	SEED LA	Ongoing	$ 84,274	$ 0	$ 4,539	$ 79,735	$ -	$ -	$ 84,274
									$ -	$ -	$ -	$ -	$ -	$ -	$ -

2024-2025 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
$ 3,195,990	$ 1,224,432	38.312%	0.000%	38.312%	$ 1,224,432	0.000%	38.311%	**Total:**	$ 1,224,432
								LEA-wide Total:	$ 1,224,432
								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	2	Addressing Academic Barriers to Learning	Yes	LEA-wide	All	SEED LA	$ 72,555	0.000%
1	3	Addressing SEL/Behavioral Barriers to Lear	Yes	LEA-wide	All	SEED LA	$ 304,889	0.000%
1	5	College & Career Readiness	Yes	LEA-wide	All	SEED LA	$ 226,541	0.000%
2	1	Educators:Educational Programs	Yes	LEA-wide	All	SEED LA	$ 301,011	0.000%
2	2	Professional Learning Opportunities	Yes	LEA-wide	All	SEED LA	$ 262,891	0.000%
3	3	Parent Engagement	Yes	LEA-wide	All	SEED LA	$ 52,005	0.000%
5	1	Culture of Learning & Respect: PBIS	Yes	LEA-wide	All	SEED LA	$ 4,539	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.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

- Parents, and
- Students

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

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

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

- The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.

        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the

amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the

entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the 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 of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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