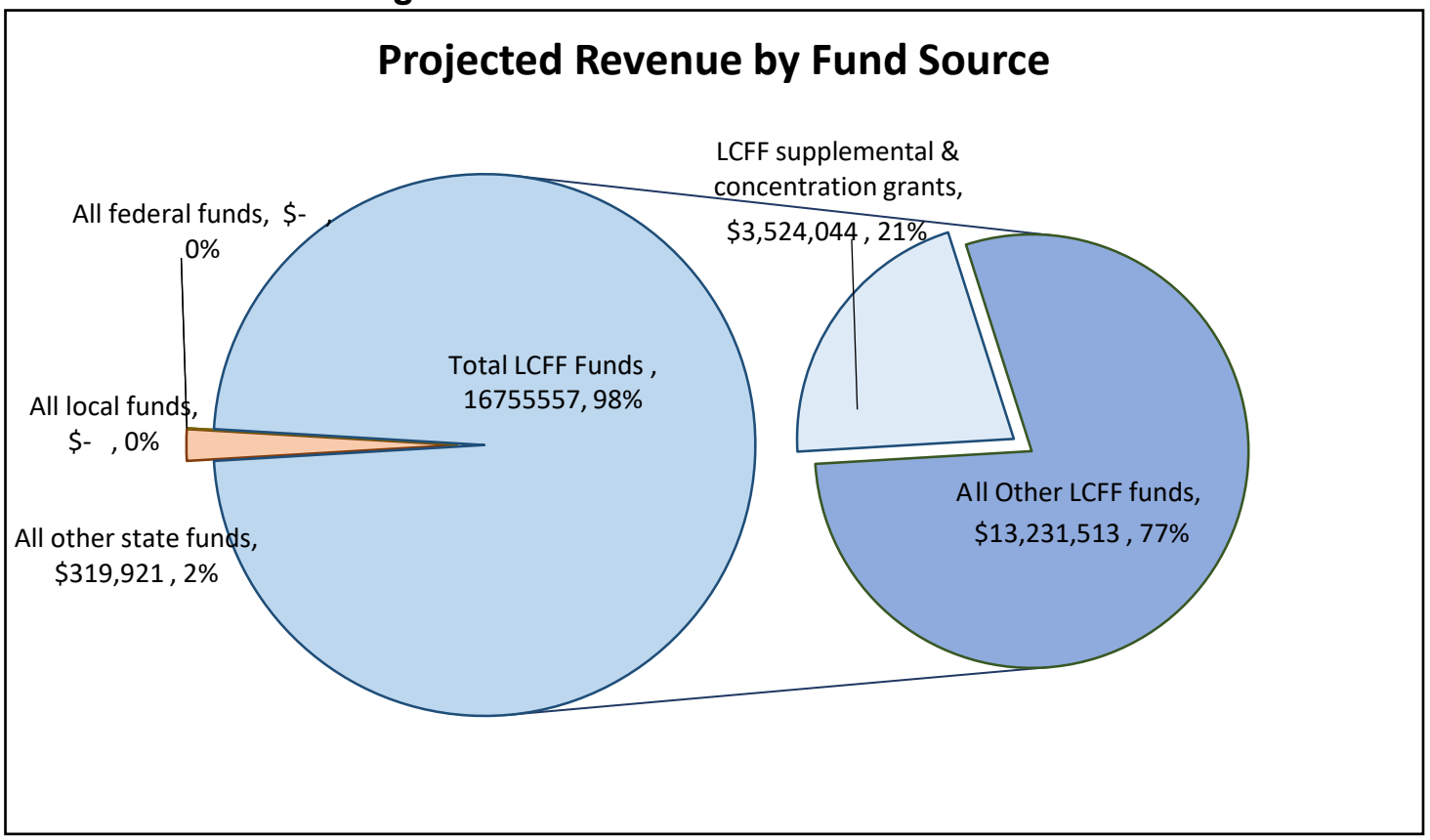
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: School of Extended Educational Options
CDS Code: 19-64907-0115170-0914
School Year: 2025-26
LEA contact information: Deena Ashford, Principal
Email: deena.ashford@pusd.org
Phone: (909) 397-4900 x35600

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

Budget Overview for the 2025-26 School Year

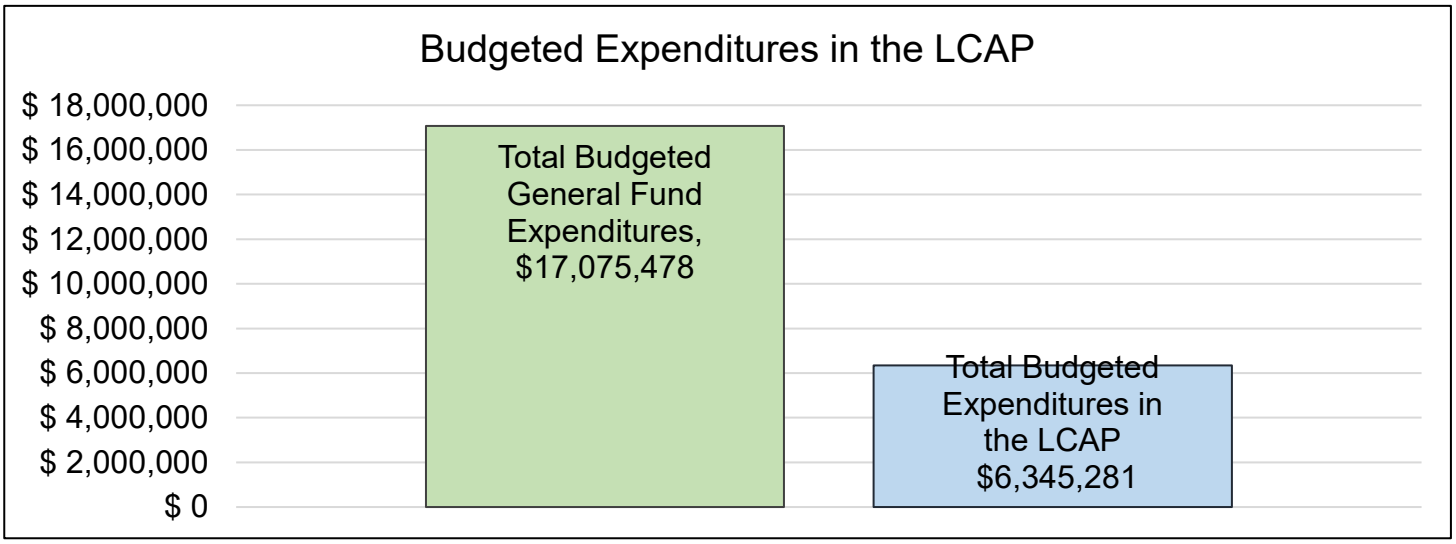


This chart shows the total general purpose revenue School of Extended Educational Options expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for School of Extended Educational Options is $17,075,478.00, of which $16,755,557.00 is Local Control Funding Formula (LCFF), $319,921.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $16,755,557.00 in LCFF Funds, $3,524,044.00 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 School of Extended Educational Options plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: School of Extended Educational Options plans to spend $17,075,478.00 for the 2025-26 school year. Of that amount, $6,345,281.00 is tied to actions/services in the LCAP and $10,730,197.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

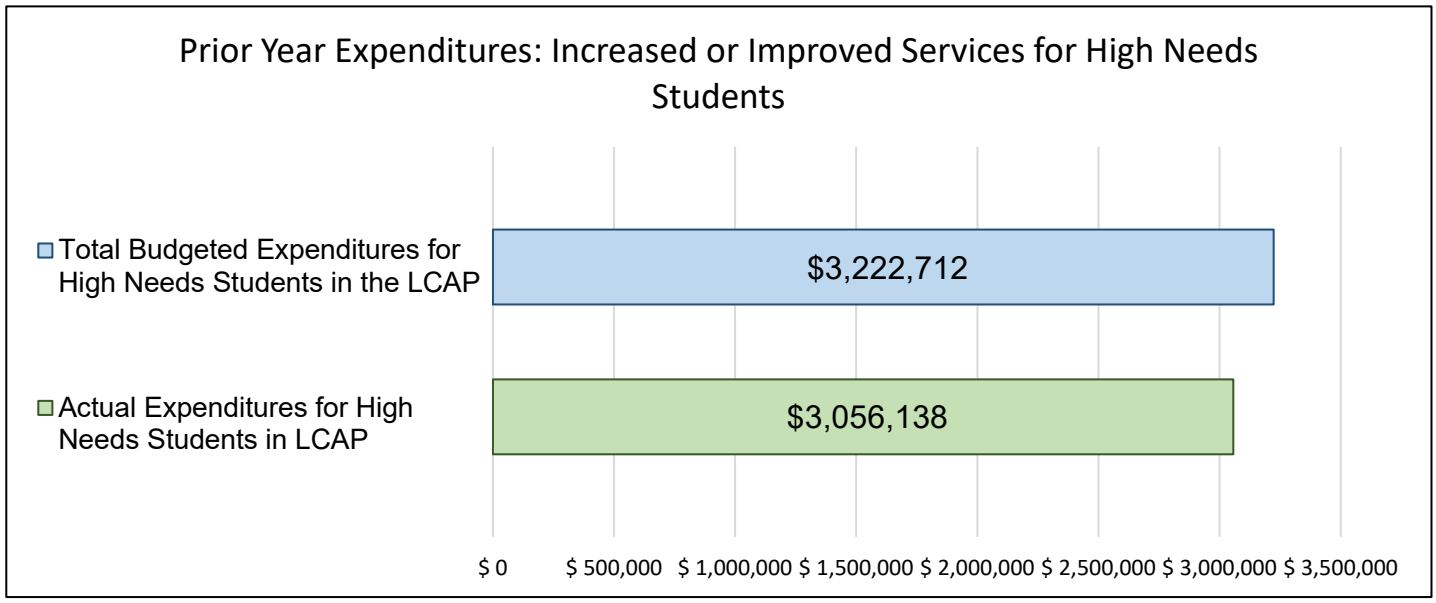
Expenditures not included in the LCAP consist of base-level classroom and school administration costs such as certificated and classified salaries, materials/supplies, services, and other outgoing expenditures. As a dependent charter, certain state revenues such as Comprehensive Support and Improvement (CSI)

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

In 2025-26, School of Extended Educational Options is projecting it will receive $3,524,044.00 based on the enrollment of Foster Youth, English Learner, and Low-Income students. School of Extended Educational Options must describe how it intends to increase or improve services for high needs students in the LCAP. School of Extended Educational Options plans to spend $3,525,834.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, School of Extended Educational Options's LCAP budgeted $3,222,712.00 for planned actions to increase or improve services for high needs students. School of Extended Educational Options actually spent $3,056,138.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $166,574.00 had the following impact on School of Extended Educational Options' ability to increase or improve services for high needs students.

In 2024-2025, actual expenditures for actions and services for high needs students were less than budgeted because parents did not fully utilize the funds allocated for vendors providing direct services. As a result, some services were available for a shorter duration or less frequently than planned. This led to limited resource allocation, forcing the prioritization of certain services over others. Additionally, some programs faced delays in implementation. Overall, this underutilization of funds reduces the availability and quality of services for high needs students.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
School of Extended Educational Options	Alejandro Villa Director, State & Federal Programs	alejandro.villa@pusd.org 909-397-4800Ext. 23829

Plan Summary 2025-2026

General Information

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

SEEO is a WASC-accredited independent study charter school operating under the Pomona Unified School District in Pomona, California. It serves students in grades TK–12 from Pomona and neighboring communities. According to the California dashboard, for the year 2024 we had an enrollment of 1,118 students. The demographic breakdown is 69.1% Hispanic, 2.5% two or more races, 5.5% African American, 13.1% White, 2.1% Asian, 2.7% Pacific Islander, and .8% American Indian. Over 71% are socioeconomically disadvantaged, 8.1% are English Learners, and .6% are foster youth.
Meeting the diverse needs of a broad student population is a significant challenge. To address this, SEEO offers a variety of educational options tailored to different learning styles, including TK–12 homeschooling, virtual instruction, and a flexible, blended learning model through Independent Study. To provide well-rounded support, we partner with comprehensive high schools, Mt. San Antonio College (Mt. SAC), and local non-profit organizations.

For student athletes aspiring to collegiate or professional sports, SEEO offers sports programs that align with NCAA eligibility requirements through our Independent Study model. We also provide a TK–12 homeschool program enriched with various learning opportunities for families.

SEEO is dedicated to serving English learners, students from low socioeconomic backgrounds, and foster youth. Our ongoing mission is to enhance services and close the achievement gap. We are committed to delivering personalized learning experiences, supported by compassionate Supervisory Teachers. Individualized learning appointments are readily available, ensuring each student receives the focused guidance and support they need to succeed.

Reflections: Annual Performance

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

SEEO remains committed to meeting the diverse academic, social, and emotional needs of its TK–12 students through flexible, student-centered learning models. In 2024, SEEO served 1,118 students an increase from 970 in 2023, including a significant percentage of English learners (8.1%), students from low socioeconomic backgrounds, and foster youth. Through homeschooling, virtual learning, and independent study models, SEEO continues to prioritize equitable access to quality education.

Red Indicators from SEEO's 2023 Dashboard:
Graduation Rate declined by 16.9% within SEEO's Hispanic population, 5.5% decrease in SEEO's homeless population, and 16.7% decline within SEEO's socioeconomically disadvantaged.

55.6% (144 students) of SEEO's Hispanic population graduated.
45.5% (77 students) of SEEO's homeless population graduated.
56.4% (156 students) of SEEO's socioeconomically disadvantaged graduated.

Academic Performance:
SEEO demonstrated positive growth in academic achievement according to the 2024 California School Dashboard:

English Language Arts (ELA): Students scored an average of 37.6 points below the standard, but showed notable growth with a 5.4-point increase from 2023.

Mathematics: Performance remains an area for targeted support, with students scoring 75 points below standard, though the 10.4-point increase from 2023 marks meaningful progress.

English Learner Progress: 35.7% of English learners made progress toward English language proficiency, representing a 4.6% increase from 2023, signaling improvement in targeted supports and interventions.

College and Career Readiness: The percentage of students prepared for postsecondary opportunities remained steady at 5.2% (.9% increase from 2023), indicating the need for strengthened pathways and expanded access to college and career programs which is currently being addressed with new pathways that include concurrent enrollment at local community colleges.

These results underscore both the successes and areas for continued development in SEEO’s instructional programs. The increase in performance across academic indicators reflects the effectiveness of the school’s individualized learning plans and the dedication of its Supervisory Teachers.

Chronic Absenteeism & Student Engagement
Chronic absenteeism data for SEEO is 4.2% down from 5.6%, with a decrease of 1.4%. SEEO's personalized, flexible learning environments are designed to address the barriers that often lead to chronic absenteeism. Statewide trends showed improvement, and SEEO continues to monitor attendance closely to provide timely support and interventions.

Support for High-Need Student Groups
SEEO places a strong emphasis on equity, with targeted strategies to support English learners, students from low-income backgrounds, and foster youth. Supervisory Teachers work closely with students and families to ensure individualized attention, timely intervention, and consistent engagement. The school’s data shows upward trends in English learner progress, indicating that these strategies are having a positive effect.

College & Career Readiness
To expand postsecondary options for students, SEEO partners with Mt. San Antonio College, comprehensive high schools, and nonprofit organizations. It also offers sports

programs aligned with NCAA eligibility standards, supporting college-bound student-athletes. While the College and Career Indicator remains steady at 5.2%, SEEO is focused on improving access to A–G coursework, CTE pathways, and dual enrollment opportunities.

Continuous Improvement & Educational Partner Engagement
SEEO remains committed to continuous improvement and closing the achievement gap. The school actively engages educational partners, including families and community partners, in its planning processes. Through ongoing reflection, data analysis, and a focus on personalized instruction, SEEO is working to ensure that every student receives the support needed to thrive.

Reflections: Technical Assistance

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

The technical assistance currently underway focuses on addressing the persistent graduation rate disparities among student groups identified with Red indicators on the California School Dashboard—namely English Learners, Hispanic students, Homeless students, and Socioeconomically Disadvantaged students. These efforts are grounded in data-driven planning and a commitment to equity, aiming to raise academic performance and college/career readiness.
English Learners (ELs):
With a graduation rate of 45.9%—a 4.1% decline from 2023—ELs are the lowest-performing group. In response, immediate technical assistance efforts include intensifying language development programs, expanding targeted academic tutoring, and establishing structured mentorship opportunities. The focus is on removing language barriers, increasing engagement, and boosting performance in both ELA (currently 97.8 points below standard) and mathematics.
Hispanic Students:
This group showed a graduation rate improvement to 60.5% (a 5% increase from 2023), yet remains in the Red indicator category. The technical assistance work involves sustaining and expanding proven strategies that contributed to this growth. This includes differentiated academic support and culturally responsive instructional practices aimed at closing the remaining performance gap.
Homeless Students:
Despite significant growth in graduation rates (58.1%, up 12.6%), only 4.2% of Homeless students are prepared for college or career. Technical assistance efforts are focused on expanding college and career counseling, improving access to CTE and concurrent enrollment, and enhancing trauma-informed practices among staff. Additionally, partnerships with community agencies are being strengthened to deliver wraparound services and reduce systemic barriers. ELA and math performance for this group remain critical concerns, with scores 93.5 and 147.4 points below standard, respectively.
Socioeconomically Disadvantaged Students:
Graduation rates for this group increased to 60% (a 3.6% improvement from 2023). Technical assistance emphasizes a whole-child approach, including academic tutoring, socio-emotional support, counseling services, college readiness initiatives, and greater family engagement. These wraparound services are essential for sustained progress, especially given this group's significant representation in the student population.
Data-Informed Planning: Longitudinal data is being used to guide interventions, monitor progress, and adjust strategies as needed.
Focus on Equity: Efforts target systemic gaps, with a particular emphasis on addressing disparities in ELA, Math, graduation, and college/career readiness.
Scaling Effective Practices: Programs that show success—particularly with Homeless and Hispanic students—are being expanded across other underperforming groups.
These technical assistance efforts represent a multifaceted, equity-centered approach to improving outcomes for the most vulnerable student populations. While progress is evident in many areas, ongoing and intensified support is critical to ensure that all students—regardless of background—are positioned for academic success and post-secondary readiness.

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.

School of Extended Educational Options

Support for Identified Schools

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

Pomona Unified School District has supported SEEO Charter School in developing its Comprehensive Support and Improvement (CSI) plan through a structured and collaborative process. SEEO established a framework that includes requirements and evidence-based strategies to guide the planning and development of the CSI Plan. The process began with key educational partners engaging in discussions centered around SEEO's Vision/Mission and commitment to equity and differentiation.

Using data, SEEO identified necessary routines and systems and formed a CSI planning team. This team developed a needs assessment process to determine the root causes of SEEO's assistance status of CSI graduates for the 2024 reporting year. The comprehensive needs assessment, along with other relevant data and feedback from educational partners, identified three key student trends contributing to the assistance status: low academic performance, stressful life events, and a negative attitude toward the traditional school model. Additionally, these trends also highlighted the resource inequities in Student Support and Intervention, Teaching Quality and Diversity, and Positive and Inviting School Climate. In response, SEEO's CSI planning team determined that evidence-based interventions, specifically academic and social-emotional personalized learning communities, would be necessary to support and improve students' graduation rates. Through these targeted supports, SEEO aims to address the identified trends, resource inequities, and enhance student outcomes.

SEEO is a non-classroom based charter school and an alternative to comprehensive high schools in the Pomona Unified School District (PUSD). SEEO is located in the city of Pomona and situated between Los Angeles county and San Bernardino county. 73.9% of SEEO's students are socioeconomically disadvantaged and 11.4% of those students are identified as being homeless. 7.6% of SEEO students are English Learners. 67.3% of SEEO students are Hispanic or Latino. 6.7% are Black or African American. 11.9% are white. 2.1% are Asian, 3.5% are Pacific Islander, 0.7% are Filipino and 0.8% are American Indian or Alaska Native. Since SEEO serves as an alternative high school for PUSD, many students are enrolled due to the desire for a flexible learning model. Knowing our local context, it was crucial for SEEO to develop a process for engaging educational partners in evidence-based planning and decision making.

The educational partners involved in this process include students, parents, community partners, teachers, counselors, administrators, and classified staff. Parents and community partners who participate in SEEO's School Advisory Committee and English Learner Advisory Committee meetings were engaged through an analysis of the results of the comprehensive needs assessment. SEEO's comprehensive needs assessment survey was administered to all educational partners, gathering broad-based input to inform the plan.

To further enhance the development process, a CSI planning team was established. This team is made up of SEEO's administrators, School Site Council members, parent involvement committee members, counselors, and other interested educational partners. The CSI planning team played a critical role in shaping the needs assessment process, determining the types of data and information to be examined, and ensuring that this information would effectively contribute to the development of the CSI plan. The ultimate goal of these efforts is to increase SEEO's graduation rate by addressing identified needs, resource inequities, and implementing targeted strategies.

Pomona Unified School District has supported SEEO Charter School in developing its Comprehensive Support and Improvement (CSI) plan through a systematic and data-

driven approach. The CSI planning team began by gathering extensive data on graduation rates, course completion rates, state and district indicators, goals, demographics, ELPAC summative scores, and CAASPP scores. They also included feedback from parent involvement groups, mental health and family services referrals, attendance data, and survey results. The chairperson organized and presented this information to the team, which then analyzed the data to identify key trends and resource inequities. They identified three priority issues: low academic performance, stressful life events, and a negative attitude toward the traditional school model, which guided the development of the CSI plan aimed at increasing SEEO's graduation rate.

After identifying these priority trends, the CSI planning team researched, reviewed, and selected interventions that included placing students in personalized learning communities and partnering with wraparound services and academic support (extended learning opportunities). These interventions use an individualized approach based on student data, focusing on building on the strengths of both the students and their families to achieve positive goals toward graduation and improve overall well-being. Community-based services are provided to meet the needs of students and their families, with additional supports for students facing serious mental health challenges. The comprehensive needs assessment survey also indicated a need for additional personalized academic support, which research shows, when combined with a committed, concerned educator, helps students stay in school.

To equip SEEO's teaching staff and address the resource inequities in Student Support and Intervention, Teaching Quality and Diversity, and Positive and Inviting School Climate, the LEA will provide conferences, training, and professional development. SEEO developed a framework for personalized learning communities that provide students with the support and skills needed to improve both their social-emotional well-being and their academic performance. These evidence-based interventions address underlying problems and teach students strategies and skills necessary to meet academic demands and achieve high school graduation.

The CSI planning team selected interventions that align with SEEO's Vision/Mission of promoting personalized education and have been proven to improve graduation outcomes. Resource inequities were identified through feedback from English Learner Advisory Committee and School Advisory Committee meetings, student feedback, and a comprehensive needs assessment survey involving students, teachers, parents, community partners, and classified staff. As an alternative high school for PUSD, many SEEO students face mental health issues, low academic performance, and behavioral challenges, leading to significant resource inequities in the school-level budget for mental health services and additional personalized learning communities.

Monitoring and Evaluating Effectiveness

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

The SEEO CSI planning team will monitor and evaluate the implementation and effectiveness of SEEO's plan to support student and school improvement through a comprehensive and inclusive process. This involves inviting all educational partners, including the CSI planning team, to participate in future School Site Council meetings, English Learner Advisory Committee meetings, and School Advisory Committee meetings to review the CSI plan. SEEO's School Site Council will play a central role in this process by collecting data and feedback from all stakeholders. The data will be compiled and categorized into key topics such as student mental health and academic performance. The School Site Council chairperson will then organize this data. The School Site Council will analyze the information, identify trends and mutually agree on the next steps. Effectiveness will be measured through various assessments. Students will complete a Socio-Emotional assessment upon enrollment to identify students in need of wraparound services. Additional data collected will include the number of closed classes with a passing grade and student attendance based on work products. This data will be analyzed by the School Site Council, English Learner Advisory Committee, School Advisory Committee, and other key educational partners to inform ongoing decision-making. To ensure continuous improvement, SEEO staff will receive ongoing professional development and training in student mental health and academic performance. Furthermore, SEEO will build capacity for continuous improvement by ensuring educational partners participate in district, county, and state webinars, as well as relevant conferences and training. Through these comprehensive measures, the LEA aims to effectively monitor and evaluate the implementation and effectiveness of SEEO's plan, ensuring that it meets the needs of students and fosters school improvement.

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

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

The development of SEEO Charter School’s adopted Local Control and Accountability Plan (LCAP) was strongly informed by meaningful input from a broad range of educational partners, including teachers, principals, administrators, classified staff, bargaining units, parents, and students. Feedback was collected through several engagement avenues.

SEEO's school site council includes a diverse group of educational partners including parents/ guardians, teachers, school administrators, classified staff, students, and community members.
SEEO School Board meetings also includes a wide array of educational partners including school board members, district superintendent and administrators, principals, school administrators, teachers and classified staff representatives, parents and guardians, and students, community members of local organizations, union representatives, and legal counsel and consultants.
Parent involvement sessions with a general educational teacher to complete a comprehensive Needs Assessment is another way to involve SEEO's parents and teachers in a collaborative process in educational partnership.
Staff meetings and professional development is another way SEEO's administrators partner and train with educators to ensure the success of SEEO.
Lastly, general and LCAP-specific surveys were also conducted to SEEO's immediate educational partners including parents, students, teachers, certificated and classified staff, administrators, and community members.

This inclusive and collaborative process provided a well-rounded understanding of the community’s priorities.

For instance, parents voiced the need for stronger college and career readiness during involvement meetings, which led to the expansion of Career Technical Education (CTE) programs. The Comprehensive Needs Assessment revealed a need for targeted support in mathematics, influencing the allocation of resources to hire additional math teachers. Staff input highlighted the need for enhanced services for English learners, resulting in the integration of extended language development supports. By incorporating this diverse feedback, SEEO’s LCAP was thoughtfully crafted to reflect the goals, needs, and aspirations of its students, families, and staff—ensuring a more responsive and impactful educational plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: All students will be taught by appropriately assigned and fully credentialed independent studies teachers and have access to standards-aligned instructional materials and facilities that are in good repair.	Maintenance of Progress Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Goal 1 Explanation: Maintaining a fully credentialed and effectively placed staff who instruct students using the proper materials in well maintained facilities will provide the educational foundations that students need to succeed in school and move towards graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CALPADS Report 4.1 Staff- Count and FTE by Job Classification	99.9%- CALPADS Report 4.1 Staff Count and FTE by Job Classification (May 8, 2024)	72.92% of SEEO Staff are Authorized to Teach in their Assignments, 27.08% are misassigned due to Vacancies		100.00%	26.98% Difference from Baseline
2	Facility Inspection Tool (FIT) School Facility Inspection Evaluation	100%- Overall Rating, Exemplary (FIT- January 2024)	2024-25 FIT Report 100%		100%- Overall Rating, Exemplary	0%

3	Local Educational Agency Accountability Report Card Quality, Currency, Availability of Textbooks and Other Instructional materials	0%-Percentage of Students Lacking Own Assigned Copy(January 2024)	0%-Percentage of Students Lacking Own Assigned Copy		0%-Percentage of Students Lacking Own Assigned Copy	0%
4	CAASPP ELA	ALL: 43 points below standard EL: 124 points below standard FI: 59 points below standard FY: less than 11 students (no data)	ALL: 37.6 points below standard EL: 97.8 points below standard LI: 56.3 points below standard FY: Fewer than 11 students (no data)		ALL: 38.7 points below standard EL: 111.6 points below standard FI: 53.1 points below standard FY: less than 11 students (no data)	All: +5.4 EL: +26.2 LI: +3.2 FY: no data
5	CAASPP Math	All: 85.3 points below standard EL: 152.2 points below standard LI: 103.1 points below standard FY: less than 11 students	All: 75 points below standard EL: 127 points below standard LI: 97.8 points below standard FY: Fewer than 11 students (No data)		All: 76.77 points below standard EL: 137 points below standard LI: 92.79 points below standard FY: less than 11 students	All: +10.3 EL: +25.2 LI: +5.3 FY: No data

Goal Analysis for 2024-2025

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

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

The actions in Goal 1 were partially implemented. This goal focuses on credentialed staffing, educational foundations (including vendors and learning management systems), materials and supplies (such as laptops, desktop computers, and Chromebooks), and facilities. With SEEO experiencing enrollment growth—particularly in the Innovations Learning Academy (home school) and sports programs programs— for Goal 1, Actions 1-5 have been fully implemented as staffing needs have continued to rise, contributing to the costs.
G1A1: Certificated Staffing for Individualized Support
Success: Personalized support positively impacted student engagement and performance.
Challenge: Our staffing data has significantly changed for Year 1 outcome from 99.9% to 72.92% of SEEO Staff are Authorized to Teach in their Assignments, 27.08% are misassigned due to Vacancies. This data was drawn from Dataquest TAMO report and appears to be more accurate than was previously reported. SEEO's enrollment numbers fluctuate greatly throughout the school year and by program. Therefore, there is a need for substitute teachers to fill vacancies that may or may not be vacancies in a few months.
G1A2: Intake Center for Diagnostics and Orientation
Challenge: Technology onboarding for some families required additional outreach and support.
Success: Streamlined enrollment, better student placement, and early academic support.
G1A3: Site Expansion and Facility Improvement
Success: Opened new program spaces and enhanced learning environments with tech-forward designs.
G1A4: Technology Access and Support
Difference/Challenge: Demand for tech support grew with increased student use of online platforms.
Success: Achieved 1:1 device access and digital learning infrastructure.
G1A5: Health and Safety Measures
Success: Maintained safe, and clean campus.

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.

G1A1 The actual expenditures were marginally higher than the budgeted expenditures due to increased student need driven by enrollment growth.
G1A2: The actual expenditures were lower than the budgeted due to a streamlined intake process. The entire student intake process was conducted online digitally and some in-person. Therefore, the expense was considerably lower than expected.
G1A3: SEEO continues to increase student enrollment resulting in a high demand for various vendors and support services. Therefore, the original budgeted expenditures were lower than expected.
G1A4: For this action, the budgeted expenditures were closely aligned to the actual expenditures.
G1A5: This action’s actual expenditures were slightly lower than the budgeted amount.

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

The actions implemented under Goal 1 have been partially effective in supporting SEEO's operational growth and ensuring that the school remains accessible, safe, and responsive to increasing student needs. While academic performance data indicates a continued need for targeted instructional improvement, the foundational systems and infrastructure necessary to support a growing student population are firmly in place.

G1A1: SEEO has experienced steady enrollment growth, requiring continued expansion of its teaching staff. This growth reflects the school's increasing appeal, particularly in independent study and homeschool programs. Hiring efforts have been responsive, supporting a broader range of student needs through individualized instruction. SEEO's enrollment numbers fluctuate greatly throughout the school year and by program. Therefore, there is a need for substitute teachers to fill vacancies that may or may not be vacancies in a few months.

G1A2: The use of a digital student intake format has streamlined the enrollment process and improved accessibility to student resources. This paperless system allows for more efficient student onboarding and supports SEEO's commitment to innovation and user-friendly services.

G1A3: As SEEO's independent study and homeschool programs continue to grow, the school has expanded its vendor options to remain competitive with other programs. These enhancements ensure that students and families have access to diverse learning opportunities and support services.

G1A4: Increased technology needs have been identified and addressed to maintain a rich learning environment. Ongoing investments in digital tools and standards-aligned curriculum support student learning and teacher effectiveness in both virtual and in-person settings.

G1A5: SEEO continues to provide a clean and safe learning environment, as demonstrated by its 100% rating on the 2024–25 FIT Report. The school successfully met all state, county, and district health and safety requirements, ensuring students and staff are in a secure and supportive environment.

Despite these operational successes, CAASPP performance data shows that academic achievement remains an area for growth:

ELA – All Students: 37.6 points below standard

EL: 97.8 points below standard

LI: 56.3 points below standard

Math – All Students: 75 points below standard

EL: 127 points below standard

LI: 97.8 points below standard

FY: Fewer than 11 students (data not reported)

Conclusion:
The actions under Goal 1 have partially effectively supported SEEO's infrastructure, enrollment management, safety, and technological access, laying a solid foundation for instructional success. However, the school must now shift focus toward improving academic outcomes, particularly for English Learners and low-income students, to ensure that operational growth translates into educational excellence.

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

There were no changes made to the planned goal, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialing Staff	G1A1 Administrative staff will provide for the various academic and instructional needs of Low Socio-Economic, EL's, and Foster Youth by providing options for certificated staff assignments in order to meet the personalized requirements of individualized learning and maintain a positive, caring and productive learning environment. Actions include, but are not limited to: Supervisory teachers opting for a co-teaching model to best serve student's ILP needs within the case management system.	$776,936.00	No
2	Intake Process	G1A2 Certificated staff will provide for staffing, materials, supplies and software for an Intake Center to do diagnostic assessments in order to assist with students scheduling of classes, courses, programs and Independent Study readiness. Supervisory teachers will participate in the orientation process through student interviews, assignments and assessments. Clerical staff will assist families with the paperless registration process and resources will be allocated that providing for but are not limited to an orientation video, webpage maintenance, social media and various apps or programs that student may access online.	$3,904.00	No
3	SEEO Expansions	G1A3 Site leadership will provide materials, supplies, staff (teaching, clerical, classified, and administrative growth positions) for SEEO expansions in order to provide enhanced, safe, clean, renovated or remodeled facilities. Items include, but are not limited to: Satellites, Homeschool (Innovations Learning Academy), Learning Labs, Elite Sports Institute, Experiential Outdoor Learning and Career Pathways. Provide for furniture, curriculum, software, computers, decor, motivational items, field trips, transportation, rental agreements, licensing, vouchers, vendors allotments, services, food and nutrition, publicity, merchandising, advertising and contract	$2,035,000.00	Yes

		agreements. Improve facilities to provide a technology forward environment, including but not limited to, 1:1 connectivity options.		
4	Technology	G1A4 Technology Technician, Technology Teacher Leads and administration will increase the access to a technology rich learning environment to provide to students 21st century learning in order to access standards-aligned curriculum. Purchase software, hardware and licenses to support online learning for students and staff. Technology support staff will be funded.	$279,307.00	No
5	Clean and Safe Environment	G1A5- Administration, emergency and disaster team members including custodial staff will ensure health and safety in all our schools for students in order to support a safe, clean, and equitable school environment. For health and safety purposes and assistance in emergency situations provide training, materials and supplies for classrooms and offices.	$20,000.00	No

Goal

Goal #	Description	Type of Goal
2	Goal 2: State adopted standards will be implemented throughout the school and will be supported with professional development, materials and opportunities for staff to collaborate to ensure student access.	Broad Goal

State priorities addressed by this goal.

2

An explanation of why the LEA has developed this goal.

Goal 2 Explanation: The adopted state standards form a basis for preparing our students to graduate college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Enrollment Report CA Dashboard	EL: 7.6% LI: 73.9% FY: .9%	EL: 8.1% LI: 71.8% FY: .6%		EL: 7.6% LI: 73.9% FY: .9%	EL:+.5% LI: -2.1% FY: -0.3%
2	Data Quest Enrollment by Subgroup	All: 1255 EL: 9.4% LI: 77% FY: 1%	All: 1118 EL: 8% LI: 71.8% FY: .6%		All: 1255 EL: 9.4% LI: 77% FY: 1%	All: +148 (corrected baseline: 970 - Data Quest) El: +.5% (corrected baseline: 7.6% - Data Quest) LI: -2.1% (corrected baseline 73.9%- Data Quest) FY: -0.3% (corrected baseline: .9%- Data Quest)

3	CAASPP ELA	ALL: 43 points below standard EL: 124 points below standard FI: 59 points below standard FY: less than 11 students (no data)	ALL: 37.6 points below standard EL: 97.8 points below standard LI: 56.3 points below standard FY: Fewer than 11 students (no data)		ALL: 38.7 points below standard EL: 111.6 points below standard FI: 53.1 points below standard FY: less than 11 students (no data)	All: +5.4 EL: +26.2 LI: +3.2 FY: no data
4	CAASPP Math	ALL: 85.3 points below standard EL: 152.2 points below standard FI: 103.1 points below standard FY: Less than 11 students (no data)	All: 75 points below standard EL: 127 points below standard LI: 97.8 points below standard FY: Fewer than 11 students (No data)		All: 76.77 points below standard EL: 137 points below standard LI: 92.79 points below standard FY: less than 11 students	All: +10.3 EL: +25.2 LI: +5.3 FY: No data

Goal Analysis for 2024-2025

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.

This goal was partially implemented due to the CAASPP scores being below standard, although there is an upward trend of growth. The goal's focus on implementing state-adopted standards through professional development, instructional materials, and collaboration to ensure student access, including embedded diagnostics, interventions, and personalized coursework were all met by SEEO's learning management systems being standards based, standard-based online ELD curriculum, teacher collaborated PLCs every Friday, and the creation of program proposals to develop CTE, ROP, and A-G Pathways and concurrent enrollment with the community colleges.
G2A1 – Embedded Diagnostics and Personalized Interventions
Success: accurate placement and quicker credit recovery for students at risk of falling behind
Challenge: While instructional access improved, academic proficiency rates remain below standard, indicating the need for deeper instructional differentiation.
G2A2 – Professional Learning and Capacity Building
Success: teachers participated in weekly PLCs and reported greater confidence in addressing diverse learner needs.
Challenge: Despite staff capacity-building, CAASPP performance remains below standard, highlighting a need for continued differentiated support.

The full implementation of Goal 2 actions—G2A1 (personalized interventions), G2A2 (professional development), and G2A3 (program evaluation)—has laid a strong foundation for increasing academic access and instructional coherence. These actions supported steady academic growth (e.g., +26.2 points in ELA for ELs; +10.3 in Math for All Students), though academic proficiency remains a key area for continued focus.

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.

G2A1: For this action, the interventions and embedded diagnostics utilized did not cost any additional funding. Additionally, grant funding supplemental the costs of academic interventions.
G2A2: For this action, budgeted expenditures were higher than actual expenditures because no costs were ultimately incurred.
G2A3: For this action, budgeted expenditures were higher than actual expenditures because no costs were ultimately incurred.

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

The actions implemented under Goal 2 have been partially effective in supporting progress toward improving academic achievement and access for English Learners (ELs), foster youth (FY), and low-income (LI) students. While assessment data indicates that continued academic improvement is needed—particularly in ELA and math—the systems and supports established through the actions are foundational for long-term success.

G2A1: All of SEEO's Learning Management Systems (LMS) are standards-based, ensuring alignment with California state content expectations. These systems provide supplemental ELD curriculum, which supports English Learners in their language development alongside core academic content. This has expanded access to differentiated instruction tailored to EL students' needs.

G2A2: Teachers participated in Professional Learning Communities (PLCs) during Late Start Fridays, focusing on student academic achievement and mental health support, particularly for ELs, FY, and LI students. This structured collaboration has enhanced teacher capacity to address both academic and social-emotional needs, contributing to more equitable learning environments.

G2A3: SEEO staff designed and implemented diverse academic pathways including Career Technical Education (CTE), Regional Occupational Programs (ROP), A–G aligned courses, and concurrent enrollment opportunities with local community colleges. These programs offer students, particularly those from underserved backgrounds, multiple routes to graduation and post-secondary readiness.

Enrollment Metrics show SEEO serves a high percentage of historically underserved students:

English Learners (EL): 8.1%

Low-Income (LI): 71.8%

Foster Youth (FY): 0.6%

Total Enrollment: 1,118 students

CAASPP Scores demonstrate continued need for academic improvement, especially among ELs and LI students:

ELA – All: 37.6 points below standard

EL: 97.8 points below standard

LI: 56.3 points below standard

Math – All: 75 points below standard

EL: 127 points below standard

LI: 97.8 points below standard

FY: Fewer than 11 students (data not reported)
The actions implemented under Goal 2 have been effective in supporting access to standards-aligned curriculum, increasing staff capacity, and creating post-secondary pathways for historically underserved student populations. While overall CAASPP scores remain below standard, year-over-year growth—especially among English Learners—demonstrates progress:

ELA Gains:
EL: +26.2 | LI: +3.2 | All: +5.4

Math Gains:
EL: +25.2 | LI: +5.3 | All: +10.3

These results highlight the positive impact of embedded diagnostics, personalized instruction, and professional development on student outcomes. Continued investment in instructional quality, targeted interventions, and program evaluation will be key to accelerating achievement and closing persistent gaps.

Conclusion:
The implemented actions have laid a strong foundation by providing standards-aligned instruction, promoting collaborative planning among staff, and expanding academic and career pathways. Despite current performance gaps in ELA and Math, these strategies are effectively supporting access and equity for English Learners, foster youth, and low-income students. Continued focus on instructional quality, targeted intervention, and ongoing progress monitoring will be necessary to accelerate academic outcomes.

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.

For Goal 2, Data Quest Enrollment by Subgroup for the baseline year, the data was incorrect. The incorrect data is All: 1255, EL: 9.4%, LI: 77%, FY: 1%. The correct baseline enrollment numbers are All: 970,, EL: 7.6%, LI: 73.9%, FY: .9%.

There were no changes made to the planned goal, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Diagnostics, Interventions, and Personalized Coursework	G2A1- Teaching staff will utilize embedded diagnostics for Low Socio-Economic, EL's, and Foster Youth to personalize online coursework and supply timely interventions in order to access and the standards based curriculum and earn credits toward graduation completion. Actions include but are not limited to direct instruction, workshops, clinics and individualized modification of the coursework.	$5,000.00	Yes
2	Independent Study, Caseload Management and Alternative Education	G2A2 - Teachers and staff will participate in professional learning including national board certification and collaborative opportunities to build capacity and meet the needs of Low Socio-Economic, EL's, and Foster Youth as it relates to Independent Study, Caseload Management, Charter and Alternative Education in accordance with California Ed Code in order to to increase the percent of students achieving proficiency to close the achievement gap and increase graduation rate.	$10,000.00	Yes
3	Program Proposals and Evaluations	G2A3 Site leadership team will implement and establish consistent Program Proposal and Evaluation procedures to support the cycle of inquiry in order to assess and modify program alignment with student needs. Provide for staffing, training and materials regarding requisite programs such as, but not limited to: Western Association of Schools and Colleges accreditation, GED, high school proficiency, Mt Sac dual enrollment, PUSD dual enrollment, and Pomona Unified School District Independent Study Program. Provide for independent auditors to inspect and evaluate programs, independent study adherence and record keeping documentation to provide feedback and accountability.	$10,000.00	No

Goal

Goal #	Description	Type of Goal
3	Goal 3: Parents and guardians will be invited to participate in the decision making process as it pertains to the implementation and evaluation of programs designed to benefit personalized learning for all students.	Broad Goal

State priorities addressed by this goal.

3

An explanation of why the LEA has developed this goal.

Goal 3 Explanation: Our school understands that parents and guardians are an essential part of the student's education and that their engagement in educational decisions benefits our students.

Measuring and Reporting Results

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

1	Communication -Parent and Family Engagement Rate the PUSD district's progress in developing multiple opportunities for the district and schools to engage in twoway communication Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	5- 40.56% 4-23.78% 3- 22.38% 2- 8.39% 1- 4.90%	2024-25 Self-Reflection Tool All: 5: 42.90% 4: 35.33% 3: 12.30% 2: 3.79% 1: 2.52% EL: 5: 45.21% 4: 34.25% 3: 12.33% 2: 3.42% 1: 2.74% FY: 5: 44.44% 4: 25.93% 3: 18.52% 2: 7.41% 1: 0.00% LI: 5: 41.41% 4: 36.36% 3: 11.11% 2: 3.03% 1: 3.03%		5- 43.56% 4- 27.78% 3- 21.38% 2- 5.39% 1- 1.90%	All: 5: +2.34% 4: +11.55% 3: -10.08% 2: -4.6% 1: -2.38% EL: 5: --% 4: --% 3: --% 2: --% 1: --% FY: 5: --% 4: --% 3: --% 2: --% 1: --% LI: 5: --% 4: --% 3: --% 2: --% 1: --%

2	Resources Parent and Family Engagement Rate PUSD 's progress in providing families with information and resources to support student learning and development in the home. Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	5- 31.58% 4- 24.81% 3- 26.32% 2- 11.28% 1- 6.02%	2024-25 Self-Reflection Tool All: 5: 38.49% 4: 33.75% 3: 16.72% 2: 5.68% 1: 3.15% EL: 5: 44.52% 4: 30.14% 3: 17.12% 2: 5.48% 1: 2.74% FY: 5: 48.15% 4: 22.22% 3: 25.93% 2: 3.70% 1: 0.00% LI: 5: 34.34% 4: 38.38% 3: 16.16% 2: 7.07% 1: 2.02%		5- 34.58% 4- 28.81% 3- 25.32% 2- 8.28% 1- 3.02%	All: 5: +6.91% 4: +8.94% 3: -9.6% 2: -5.6% 1: -2.87% EL: 5: --% 4: --% 3: --% 2: --% 1: --% FY: 5: --% 4: --% 3: --% 2: --% 1: --% LI: 5: --% 4: --% 3: --% 2: --% 1: --%

3	Engagement Parent and Family Engagement Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels Rubric: 1 – Exploration and Research 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	5- 30.95% 4-13.49% 3- 32.54% 2- 15.08% 1- 7.94%	2024-25 Self-Reflection Tool All: 5: 35.65% 4: 26.81% 3: 13.25% 2: 11.04% 1: 4.42% EL: 5: 40.41% 4: 31.51% 3: 10.96% 2: 6.85% 1: 4.79% FY: 5: 40.74% 4: 18.52% 3: 22.22% 2: 11.11% 1: 3.70% LI: 5: 35.35% 4: 24.24% 3: 16.16% 2: 13.13% 1: 2.02%		5- 33.95% 4-17.49% 3- 31.54% 2- 12.08% 1- 4.94%	All: 5: +4.7% 4: +13.32% 3: -19.29% 2: -4.04% 1: -3.52% EL: 5: --% 4: --% 3: --% 2: --% 1: --% FY: 5: --% 4: --% 3: --% 2: --% 1: --% LI: 5: --% 4: --% 3: --% 2: --% 1: --%

Goal Analysis for 2024-2025

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.

Goal 3 was fully implemented with success. Parents and guardians participated in decision-making in a variety of ways: Quarterly School Site Council meetings, needs assessments, teacher-parent meetings, parent surveys, Open House, and the Smore's monthly newsletters. The use of these existing platforms contributed to successful implementation with minimal challenges.

G3A1: Parent Engagement
Successes:
Parents and guardians participated consistently in decision-making via:
Quarterly School Site Council meetings
Open House
Parent-teacher conferences
Needs assessments and surveys

A high percentage of stakeholders rated engagement at Levels 4 and 5:

Fall: 78.23% (All students) at Levels 4–5

Spring: 62.46% (All students) at Levels 4–5

EL: 71.92%, FY: 59.26%, LI: 59.59% at Level 5 (Fall)

Challenges: There was a gradual decline in Level 5 ratings from fall to spring:

All: ?7.25%
EL: ?4.80%
FY: ?3.70%
LI: ?6.06%

Indicates a need for midyear re-engagement strategies to sustain momentum and deepen participation for LI and FY families.

G3A2: Online Tools
Successes: SEEO successfully used digital tools to enhance access and communication:
Smore monthly newsletters
Virtual meeting platforms
Digital surveys and updates

These platforms supported inclusive outreach to families who may face barriers due to time, language, or transportation.

Challenges: While online tools increased reach, digital fatigue or limited follow-through may have contributed to the decline in Self-Reflection ratings over time.

Need to explore additional interactive formats (e.g., virtual Q&A, live translation, mobile-friendly tools) to maintain active engagement.

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.

For this goal, budgeted expenditure was slightly lower than the actual expenditure. This is due to increased enrollment. As enrollment increased, so did parent participation in all aspects of the school. School Site Council, Parent Meetings, and parent surveys allowed parents to engage in their children's education.

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.

G3A1: The actual expenditures were slightly lower than budgeted due to the low-cost hybrid format of parent involvement meetings. Offering both in-person and Zoom options reduced costs while maintaining parent engagement.
G3A2: For this action, the budgeted expenditures were higher than the actual expenditures.
G3A3: For this action, the budgeted expenditures are closely aligned.

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.

G3A1: For this action, in-person parent involvement opportunities were significantly reduced, therefore, the costs associated with parent meetings and Winter graduation were significantly less than budgeted.
G3A2: For this action, initial funding for families to have internet connectivity originated from the LCP Grant. The continuation of services is now supported through this action.
G3A3: For this action, the only expense associated was WASC membership. Therefore, the budgeted expenditure was substantially higher than the actual cost.

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

Description of the Effectiveness of Specific Actions to Date in Making Progress Toward the Goal (Goal 3)
SEEO implemented a comprehensive set of actions to strengthen partnerships with families and the broader school community. The Self-Reflection Tool data affirms the effectiveness of these actions across the three state-defined categories: Communication, Resources, and Engagement.

1. Communication: Parent and Community
Related Action: G3A1 – Parent Engagement

SEEO maintained consistent communication through quarterly School Site Council meetings, regular parent meetings (in-person and virtual), newsletters, and schoolwide announcements. These systems promoted transparency and encouraged two-way communication between families and school leadership.

Self-Reflection Tool Metric – Communication (Percent rated 4 or 5):
All Students: 72.24%
English Learners (EL): 74.66%
Foster Youth (FY): 70.37%
Low-Income (LI): 72.72%

Effectiveness Summary:
These high percentages indicate that SEEO's communication efforts were accessible, consistent, and inclusive—especially for English Learner and low-income families. The virtual and in-person meeting options helped ensure that all families could stay informed and participate in school dialogue.

2. Resources: Parents and Families
Related Action: G3A2 – Online Tools

SEEO used digital platforms such as Smore newsletters, needs assessments, the Self-Reflection Tool, and LCAP surveys to share information and gather input. These resources were designed to be user-friendly and multilingual, increasing accessibility for all families.

Self-Reflection Tool Metric – Resources (Percent rated 4 or 5):
All Students: 72.24%
English Learners (EL): 74.66%
Foster Youth (FY): 70.37%
Low-Income (LI): 72.72%

Effectiveness Summary:
Families across student groups reported a strong ability to access school resources. The consistency of responses across subgroups confirms the digital and print tools were effectively reaching and supporting all families, particularly those of historically underserved populations.

3. Engagement: Parent and Family
Related Action: G3A3 – Stakeholder Participation

Stakeholder input funding supported WASC accreditation, program evaluation, and engagement opportunities like surveys and School Site Council. These platforms allowed families to help shape SEEO's instructional and operational decisions.

Self-Reflection Tool Metric – Engagement (Percent rated 4 or 5):
All Students: 62.46%
English Learners (EL): 71.92%
Foster Youth (FY): 59.26%
Low-Income (LI): 59.59%

Effectiveness Summary:
While still positive, engagement scores were slightly lower than communication and resource metrics, suggesting this is an area for continued growth. Nonetheless, strong engagement among EL families (71.92%) reflects the success of targeted supports and outreach.

Overall Conclusion:
All three actions under Goal 3 contributed meaningfully to family involvement and school improvement. Communication and access to resources were highly effective across all student groups. Parent and family engagement efforts were also successful, though SEEO may continue to strengthen structures for deeper participation among Foster Youth and low-income families.

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

The specific actions were successful in making progress toward the goal. Parent participation opportunities, although virtual, were ongoing throughout the year.
G3A1: SEEO provided ample opportunities for parent engagement. School Site Council met quarterly. Parent meetings were held regularly with ample opportunity for parents to engage with teachers and administration. G3A2: SEEO utilized online tools for data gathering. LCAP, comprehensive needs assessments and self-reflection tool surveys were offered to give parents a voice. Parent feedback informed our next steps in moving forward with the LCAP and our programs.
G3A3: At SEEO, stakeholder input grew as enrollment grew and programs expanded. According to the Parent and Family Engagement LCFF Priority 3 Parent Survey (scale: low to high, 1-5). The majority of responses rated SEEO 3 or higher for all survey questions which included providing families with resources, student support, building capacity of staff, and administration, and providing opportunities for families, teachers, administration and district administrators to collaborate on family engagement activities.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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.

After reflection, we have decided to maintain the planned goals, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	G3A1 - SEEO teaching and counseling staff will develop parent/guardian engagement opportunities and practices for foster youth, low income, and English Learners in order to strengthen and support learning and improve the well-being of students. The engagement strategies and practices include: - Parent meetings and/or parent classes - Parent, student, school, and community-led events to build relationships between SEEO and the community (businesses, advocates, local organizations, etc.) - Parent Advisory Board/Parent Committees - Support graduation through awards, luncheon, cap and gown etc - Maintain partnerships with parents, community, and all stakeholders - Concurrent and/or dual enrollment - Materials and supplies	$23,595.00	Yes
2	Online Tools for Data Gathering	G3A2- Site leadership team will purchase, develop and create effective online tools yielding viable data to support staff professional development needs in order to improve family engagement and student connectedness. Items such as, but not limited to include: - Forms - Surveys	$55,116.00	Yes

		- Enrollment process - Server - SEEO webpage		
3	Stakeholder Input	G3A3 - Site leadership team members will provide opportunity for stakeholder/parent input and collaboration regarding development and growth of SEEO in order to improve student achievement. Options for feedback include: - Maintaining partnerships with parents, community, and all stakeholders - Educational options including concurrent and/or dual enrollment, Innovations Learning (homeschool), Elite Sports Institute - Supporting the WASC accreditation process, Charter Renewal, Independent Study Law adherence, Alternative School Status, LCAP annual maintenance	$2,183.00	No

Goal

Goal #	Description	Type of Goal
4	Goal 4: Students will be provided support in order to access academic content and performance standards. The support will include language acquisition strategies that will assist English Learners to access online curriculum and prepare students to participate in post secondary education and pursue career pathways.	Broad Goal

State priorities addressed by this goal.

4

An explanation of why the LEA has developed this goal.

Goal 4 explanation: Language acquisition allows our English Learners to access the state adopted content standards and assessments in preparation for graduation and post-secondary options.

Measuring and Reporting Results

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

1	English Language Arts: Academic Indicator	STAR Early Literacy Year 3 Outcome Pre-Kinder 0 Kinder: 1.1 Gr. 1: 1.9 STAR Reading Enterprise Outcome: Gr. K: n/a Gr. 1: n/a Gr. 2: 2.7 Gr. 3: 4.2 Gr.4: 3.5 Gr. 5: 6.1 Gr. 6: 5.6 Gr. 7: 5.8 Gr. 8: 7.1 Gr. 9: 6.1 Gr.10: 8.9 Gr. 11: 8.7 Gr. 12: 8.1 Edmentum Exact Path Reading Gr 5: 39% At or above grade level Gr 6: 30% At or above grade level Gr 7: 51% At or above grade level Gr 8: 31% At or above grade level Gr 9: 0% At or above grade level Gr 10: 50% At or above grade level Gr 11: 64% At or above grade level Gr 12: 49% At or above grade level	STAR Reading Outcome: TK: 0 K: 3.2 Gr. 1: 2.9 Gr. 2: 6.0 Gr. 3: 4.5 Gr. 4: 6.1 Gr. 5: 6.6 Gr. 6: 7.9 Gr. 7: 7.9 Gr. 8: 8.6 Gr. 9: 9.3 Gr. 10: 8.9 Gr. 11: 9.9 Gr. 12: 9.1		STAR Early Literacy Year 3 Outcome Pre-Kinder 0 Kinder: 1.1 Gr. 1: 1.9 STAR Reading Enterprise Outcome: Gr. K: n/a Gr. 1: n/a Gr. 2: 2.7 Gr. 3: 4.2 Gr.4: 3.5 Gr. 5: 6.1 Gr. 6: 5.6 Gr. 7: 5.8 Gr. 8: 7.1 Gr. 9: 6.1 Gr.10: 8.9 Gr. 11: 8.7 Gr. 12: 8.1 Edmentum Exact Path Reading Gr 5: 39% At or above grade level Gr 6: 30% At or above grade level Gr 7: 51% At or above grade level Gr 8: 31% At or above grade level Gr 9: 0% At or above grade level Gr 10: 50% At or above grade level Gr 11: 64% At or above grade level Gr 12: 49% At or above grade level	TK: No data K: No data 1: No data Grade 2: +3.3 Grade 3: +0.3 Grade 4: +2.6 Grade 5: +0.5 Grade 6: +2.3 Grade 7: +2.1 Grade 8: +1.5 Grade 9: +3.2 Grade 10: 0.0 Grade 11: +1.2 Grade 12: +1.0

2	Mathematics-Academic Indicator	STAR Math Enterprise Year 3 Outcome STAR Math Enterprise Outcome Gr. K: n/a Gr. 1: 2.2 Gr. 2: 2.5 Gr. 3: 3.5 Gr. 4: 4.0 Gr. 5: 6.2 Gr. 6: 5.8 Gr. 7: 5.8 Gr. 8: 9.2 Gr. 9: 5.7 Gr. 10: 8.3 Gr. 11: 9.0 Gr. 12: 6.7 Edmentum Math Exact Path Outcomes: Gr 5: 43% At or above grade level Gr 6: 43% At or above grade level Gr 7: 48% At or above grade level Gr 8: 55% At or above grade level Gr 9: 33% At or above grade level Gr 10: 50% At or above grade level Gr 11: 40% At or above grade level Gr 12: 49% At or above grade level	Star Math Outcome: TK: No data K: 2.2 Gr. 1: 3.2 Gr. 2: 4.9 Gr. 3: 5.2 Gr. 4: 5.5 Gr. 5: 6.2 Gr. 6: 8.5 Gr. 7: 8.3 Gr. 8: 9.2 Gr. 9: 8.4 Gr. 10: 8.8 Gr. 11: 9.3 Gr. 12: 8.7		STAR Math Enterprise Year 3 Outcome STAR Math Enterprise Outcome Gr. K: n/a Gr. 1: 2.2 Gr. 2: 2.5 Gr. 3: 3.5 Gr. 4: 4.0 Gr. 5: 6.2 Gr. 6: 5.8 Gr. 7: 5.8 Gr. 8: 9.2 Gr. 9: 5.7 Gr. 10: 8.3 Gr. 11: 9.0 Gr. 12: 6.7 Edmentum Math Exact Path Outcomes: Gr 5: 43% At or above grade level Gr 6: 43% At or above grade level Gr 7: 48% At or above grade level Gr 8: 55% At or above grade level Gr 9: 33% At or above grade level Gr 10: 50% At or above grade level Gr 11: 40% At or above grade level Gr 12: 49% At or above grade level	Kindergarten: +2.2 Grade 1: +1.0 Grade 2: +2.4 Grade 3: +1.7 Grade 4: +1.5 Grade 5: 0.0 Grade 6: +2.7 Grade 7: +2.5 Grade 8: 0.0 Grade 9: +2.7 Grade 10: +0.5 Grade 11: +0.3 Grade 12: +2.0

3	Reclassification Rates for English Learners- local data from the English Learner Office	All: 3.16% Middle: 3.03% High: 3.13%	All: 7.27% Middle: 16% High: 1.96%		All: 3.16% Middle: 3.03% High: 3.13%	All: +4.11% Middle: +12.97% High: -1.17%
4	Graduation Rate- CALPADS Report 15.1	All: 56.3% EL: No data LI: 56.4 % FY: No data	All: 60.7% EL: 45.9% LI: 60% FY: Fewer than 11 students (No data)		All: 59% EL: No data LI: 59 % FY: No data	All: +4.4% EL: No baseline LI: +3.6% FY: No change

Goal Analysis for 2024-2025

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.

Goal 4 was partially implemented and yielded significant positive outcomes for our English Language Development (ELD) student population. To ensure robust and differentiated support, multiple Learning Management Systems (LMS) were strategically leveraged. These included dedicated ELD courses facilitated through Odysseyware, engaging and interactive resources provided by Actively Learn (McGraw Hill), and the development of critical thinking and writing skills through the DBQ Project online platform.

Furthermore, a novel hybrid program was successfully launched this academic year in collaboration with the homeschool program, Innovations Learning Academy. This initiative provided ELD students with the valuable option of attending on-site synchronous instruction on Tuesdays and Thursdays. This in-person component fostered enhanced engagement, facilitated direct teacher interaction, and provided targeted support tailored to individual student needs.

Complementing these initiatives, on-site tutoring services were consistently available on Tuesdays, Wednesdays, and Thursdays. This readily accessible academic support system offered ELD students additional opportunities for personalized assistance, reinforcement of concepts, and the development of greater academic confidence. The multi-faceted approach under Goal 4 has strengthened the support framework for our ELD students, contributing to their academic growth and overall success.

While the implementation of Goal 4 yielded significant advancements in ELD support, we encountered specific challenges in encouraging participation from our independent study/homeschool student population in the on-site components, namely the hybrid program and in-person tutoring. Several factors contributed to this.

The inherent flexibility of the independent study model, a key draw for many families, presented a barrier. The structured schedule of on-site sessions on Tuesdays and Thursdays sometimes conflicted with pre-existing family commitments, external learning activities, or the self-directed pacing preferred within the homeschool environment. Communicating the specific benefits of the synchronous instruction and the added value of direct teacher interaction proved challenging in overcoming this preference for scheduling autonomy.

Logistical hurdles such as transportation posed a significant obstacle for some families. The added responsibility of transporting students to the designated campus on specific days, particularly for families with multiple children or those residing further away, created a practical constraint on participation. Despite clear communication regarding the availability of these on-site supports, the logistical demands remained a considerable factor.

Furthermore, a perception of sufficient support within the existing independent study framework may have influenced some families' decisions. If parents felt equipped to provide adequate language support at home, or if students were progressing satisfactorily through the online resources, the perceived need for supplementary on-site assistance may have been lower. Effectively conveying the unique benefits of in-person interaction, such as immediate feedback, collaborative learning opportunities, and targeted support from ELD specialists, required ongoing and nuanced communication.

Addressing these challenges will be a key focus moving forward to ensure equitable access to the comprehensive supports offered under Goal 4 for all our ELD students, regardless of their enrollment model.

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.

G4A1: For this action, the budgeted expenditures exceeded the actual expenditures partly because the ELD interventions are already embedded in our learning management systems.
G4A2: For this action, the budgeted expenditures were lower than the actual expenditures
G4A3: For this action, the budgeted expenditures were not utilized due to an alternate funding source (A-G grant) and CSI funding.
G4A4: For this action the budgeted expenditures were slightly lower than the actual expenditures.
G4A5: For this action, the budgeted expenditures were lower than the actual expenditures.

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

The positive changes implemented this year, as detailed in our initiatives under Goal 4, demonstrate a strong foundation for future growth among our ELD students and does prove effectiveness. While the current graduation rate for English Learners (45.9%) lags behind the overall rate (60.7%) and that of low-income students (60%), the strategic deployment of targeted resources and interventions this year lays the groundwork for significant improvement in the long term.

Specifically, the embedded ELD curriculum within Actively Learn and Odysseyware (G4A1) directly addresses language acquisition needs crucial for academic success and graduation. The focused ELPAC preparation through the DBQ Project Online further equips EL students with the skills necessary to navigate academic assessments, a key component of high school completion. Compared to the baseline, the overall reclassification rate (Metric 4.4) increased by 4.11%, with middle school showing a significant gain of 12.97%. However, the high school rate declined by 1.17% from its baseline.

The introduction of the AdLife hybrid program (G4A2), providing vital in-person instruction, offers a more supportive learning environment particularly impactful for EL students. This direct engagement, coupled with readily available on-site tutoring, aims to bridge learning gaps and foster deeper understanding of core subjects like English and Math – subjects critical for graduation.

The consistent monitoring of EL student progress through regular assessments (G4A4) allows for timely identification of struggling learners and the implementation of targeted interventions. The strategic use of academic coaches, Imagine Learning, and ILA tutoring vendors (G4A5), informed by the transition to the more aligned STAR Renaissance diagnostics, provides personalized support to close achievement gaps in foundational skills like reading and math.

The STAR Reading and Math outcomes provide a nuanced picture. The strong early performance in both areas suggests a solid foundation, but the moderate to low performance in later grades, particularly in reading for grades 3-12 and math for grades 10-12, highlights areas needing continued focus. While the impact of this year's initiatives may not be fully reflected in the current upper-grade STAR scores or graduation rates, the targeted interventions implemented this year are designed to address these very challenges. The enhanced language support, increased in-person instruction, and data-driven interventions are all geared towards strengthening foundational skills and improving academic outcomes as these students progress through the grades, ultimately aiming to increase the EL graduation rate.

This year brought significant positive changes that were effective in bolstering support for our ELD students and fostering their academic growth, effectively addressing the overarching goal. Here's a summary of the major shifts and their impact:

Targeted Language Acquisition through Enhanced Digital Resources (G4A1): The continued strategic use of McGraw Hill's Actively Learn and Odysseyware, both featuring integrated ELD curriculum, provided focused language development support. Furthermore, the DBQ Project Online specifically aided in ELPAC preparation, strengthening academic vocabulary and building test-taking confidence. This direct infusion of ELD-aligned content within core learning platforms ensured consistent and targeted language support.

Introduction of Hybrid Learning and Increased In-Person Support (G4A2): The pilot of the Schools PLP LMS, though not fully implemented, paved the way for innovative approaches. Critically, the launch of the AdLife hybrid homeschool program offered invaluable on-site, live instruction in English and Math twice weekly. This in-person

interaction proved particularly beneficial for EL students, fostering deeper understanding and engagement. Additionally, the consistent availability of on-site tutoring three times a week provided crucial supplementary academic support, directly addressing individual ELD student needs.

Comprehensive Student Support Services (G4A3): The proactive engagement of the guidance and counseling team ensured individualized academic and social-emotional support. Streamlined referrals to Pomona Unified School District's Mental Health Services provided a vital safety net for students with more significant needs, addressing potential barriers to learning and growth.

Data-Driven Progress Monitoring and Intervention (G4A4): The consistent use of regular assessments, with specific semester-monitoring for EL students following district protocols, enabled the early identification of learning gaps. The provision of targeted interventions, including tutoring services and academic coaches based on these assessments, ensured that support was data-informed and directly addressed areas needing improvement for EL students.

Strategic Instructional Supports and Improved Progress Tracking (G4A5): The intentional deployment of various instructional supports like academic coaches, Imagine Learning, and ILA tutoring vendors aimed to directly close achievement gaps. The transition to STAR Renaissance diagnostics offered a more aligned system with Imagine Learning, leading to more effective tracking of student progress and facilitating better instructional personalization to meet the diverse needs of our ELD population.

In essence, this year's initiatives strategically integrated targeted digital resources, increased valuable in-person learning opportunities, strengthened student support services, emphasized data-driven interventions, and refined progress monitoring tools. These interconnected changes collectively provided a more robust and responsive support system, directly contributing to the academic growth and overall success of our ELD students.

In conclusion, while the current EL graduation rate indicates an area for significant growth, the comprehensive and targeted support systems implemented this year under Goal 4, focusing on language acquisition, in-person engagement, and data-informed interventions in foundational skills evidenced by STAR outcomes, provide a robust framework for fostering future academic success and increasing graduation rates for our English Learner population. Consistent implementation and ongoing monitoring will be crucial to realizing these long-term gains.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELD Strategies	G4A1 - Teachers will provide for EL students strategies and tools in order to increase language acquisition. Strategies/tools and materials such as: - Online and/or in person based intervention class (Edmentum, Achieve 3000, etc.) - Technology tools and adaptive software - PBL (Project Based Learning)	$11,615.00	Yes

		- DBQ (Document Based Questions) Project - School-wide writing program implementation - Writing Clinics - Workshops - EL Monitoring		
2	Rich Learning Environment	G4A2 - Teachers will improve access to a rich learning environment to Foster Youth, low income and English Learner student groups in order to support learning and assist with closing the achievement gap by increasing the following services: online programs additional support staff learning supplies and materials mentoring, tutor, and student support programs	$198,267.00	Yes
3	Guidance	G4A3 Counselors, certificated staff and administration will provide strong guidance and academic support for Low Socio-Economic, EL's, and Foster Youth to meet the social and emotional needs that enable students to meet academic standards in order to complete their graduation requirements. Training will be provided to the SEEO staff to improve and increase their knowledge and ability in addressing the needs of the targeted population. Purchase Mentoring/Guidance curriculum such as materials and supplies, software and/or provide for digital curriculum and staff training to address student's social/emotional needs.	$10,000.00	Yes
4	Monitoring Student Progress	G4A4 - Certificated staff will administer assessments, monitor student progress in order to determine academic gaps and address deficiencies in a timely manner. Feedback and adjustments using various and appropriate assessments include, but not limited to: LMS (Learning Management System) assessments, CAASPP interim and summative assessments, EADMS, Achieve3000, Edgenuity, Edmentum, ELPAC assessments, DIA (District Interim Assessments), Work Assignment progress and other records available towards course completion, and district mandated EL Progress Monitoring each semester for English Learners who are not enrolled in ELD support classes.	$5,847.00	Yes
5	Academic Interventions	Certificated staff will provide academic interventions to underperforming students to help bridge the achievement gap.	$104,049.00	No

Goal

Goal #	Description	Type of Goal
5	Goal 5: Attendance rates will be monitored through student work product, as outlined in Independent Study guidelines, and opportunities for students to engage and participate in their individualized course of study will be supported to promote and improve graduation rates for all students.	Broad Goal

State priorities addressed by this goal.

5

An explanation of why the LEA has developed this goal.

Goal 5 explanation: Students who are engaged and attend school are more likely to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rates- local data from SEEO	All: 94.93% EL: 95.8% LI: FY: 86.7%	All: 97.11% ELs: 96.13% LI: 96.89% FY: 86.13%		All: 95.8% EL: 96.7% LI: FY: 87.5%	All: +2.18% ELs: +0.33% LI: +1.59% FY: -0.57%
2	Chronic Absenteeism (Dashboard) Percentage of students who are chronically absent	All: 5.6% English Learner Rate : No data available Low Income: 7.2 % Forster Youth: No data available	All: 4.2% English Learner Rate : 10.9% Low Income: 11.1 % Forster Youth: Fewer than 11 students (No data available)		All: 5.4% English Learner Rate : No data available Low Income: 7.0 % Forster Youth: No data available	All: -1.4% EL : No data to compare LI: 3.9 % FY: No data available
3	Suspension Rate- California Dashboard	All: 0% EL:0% LI: 0% FY: 0%	All: 0.1% EL:0% LI: 0% FY: 0%		All: 0% EL: 0% LI: 0% FY: 0%	All: No change EL: No change LI: No change FY: No change

4	Expulsion Rate- Local data from Pupil Resources	All: 0% EL:0% LI: 0% FY: 0%	All: 0% EL:0% LI: 0% FY: 0%		All: 0% EL:0% LI: 0% FY: 0%	All: No change EL: No change LI: No change FY: No change
5	Graduation Rates- CA Dashboard Percentage of students who received a high school diploma within four or five years of entering ninth grade	All: 56.3% EL: No data LI: 56.4 % FY: No data	All: 60.7% EL: 45.9% LI: 60% FY: Fewer than 11 students (No data)		All: 59% EL: No data LI: 59 % FY: No data	All: +4.4% EL: No data to compare LI: +3.6% FY: No data
6	Drop Out Rate for SEEO	All: 18.4% EL: 18.4 % LI: 18.2 % FY: Redacted	All: 17% EL: 23.3 LI: 17.1 FY: Redacted		All: 17.48% EL: 17.48 % LI: 17.29 % FY: Redacted	All: -1.4% EL: +4.9% LI: -1.1% FY: No change

Goal Analysis for 2024-2025

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.

Goal 5 has been fully and successfully implemented, yielding a tangible and positive impact on the overall academic trajectory of SEEO students. This year, we proudly report a significant 4.4% increase in the overall graduation rate, a testament to the effectiveness of the strategies employed under this goal. This substantial growth underscores the positive influence of our collective actions in fostering a more supportive and engaging learning environment.

The comprehensive initiatives under Goal 5 have supported improved student attendance, enhanced engagement in the learning process, and ultimately contributed to more favorable graduation outcomes. Furthermore, these achievements have been realized while maintaining a safe and inclusive school environment, a cornerstone of SEEO's commitment to student well-being and academic success.

While the 4.4% increase in the overall graduation rate signifies substantial progress, we recognize that continued and intensified efforts are crucial to close the persistent performance gap for our English Learners and Low-Income students. The graduation rate for English Learners, as previously noted, remains significantly lower than the overall rate. Similarly, while the low-income graduation rate has seen positive movement, further targeted interventions are necessary to ensure equitable outcomes for all student subgroups.

Moreover, chronic absenteeism remains an area requiring focused attention, particularly within our EL and low-income populations. Addressing the root causes of absenteeism and implementing proactive strategies to promote consistent attendance are vital to ensuring these students have equitable access to the educational opportunities that lead to graduation.

In conclusion, the successful implementation of Goal 5 has yielded significant positive results, most notably the 4.4% increase in the overall graduation rate. The focus on data-driven instruction, professional development, compliance, and expanded learning options has created a more supportive and effective educational environment. However, we remain steadfast in our commitment to addressing the existing performance gaps for English Learners and Low-Income students, particularly in graduation rates and chronic absenteeism, to ensure that all SEEO students have the opportunity to achieve their full academic potential.

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.

G5A1: For this action, the budgeted expenditures were greater than actual expenditures due the Educator Effectiveness Block Grant.
G5A2: For this action, the budgeted expenditures were greater than the actual expenditures. Training for Data Analysis was embedded during our weekly professional development designated time.
G5A3: For this action, the budgeted expenditures were slightly lower than the actual expenditures
G5A4: For this action, the budgeted expenditures was zero.
G5A5: For this action, the budgeted expenditures were slightly higher than the actuals.

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

Description of the Effectiveness of Specific Actions to Date in Making Progress Toward the Goal

The actions implemented under Goal 5 have been effective in making progress toward improving student outcomes, as demonstrated by a graduation rate of 60.7%, marking a 4.4% increase from the previous year. These efforts have contributed to greater alignment with state expectations, increased instructional coherence, and improved student access and engagement.

G5A1: SEEO administration has ensured strong compliance with Independent Study and Charter School regulations by providing leadership staff with ongoing professional development through Independent Study Law trainings and Charter School conferences. This proactive approach has enhanced institutional capacity and supported SEEO ‘s commitment to legal compliance and academic integrity, including assistance to Pomona Unified School District's Independent Studies Program.

G5A2: The use of Late Start Friday PLCs has proven effective in improving instructional quality. Teachers regularly engage in data chats to analyze academic performance, identify strengths ("glows") and areas for improvement ("grows"), and collaborate on individualized instructional strategies. This structured reflection and planning have supported improved academic interventions and student progress.

G5A3: Attendance rates have improved across all programs, indicating increased student engagement. The hybrid instructional model, which allows students to access curriculum both online and in person, has improved accessibility and consistency, helping reduce barriers to participation.

G5A4: Teachers have continued to collaborate during structured planning time on Fridays, participating in data chats, counselor clusters, and training sessions. The involvement of Teacher Specialists in technology training has enhanced staff capacity to deliver engaging and differentiated instruction, particularly in a tech-integrated learning environment.

G5A5: SEEO’s expanded offerings in technology and career technical education (CTE)—including Small Business CTE classes, E-sports programming, and the ILA Homeschool Gaming Club—have diversified student opportunities for career exploration and engagement. These programs reflect SEEO's commitment to student-centered learning pathways and 21st-century skill development.

Key Metrics Supporting Effectiveness:

Graduation Rate:

All: 60.7% (+4.4%)

English Learners: 45.9%

Low Income: 60%

Foster Youth: Data not available (fewer than 11 students)

Chronic Absenteeism:

All Students: 4.2%

English Learners: 10.9%

Low Income: 11.1%

Foster Youth: No reportable data

Suspension Rate:

All: 0.1%

EL, LI, FY: 0%

Expulsion Rate:

All, EL, LI, FY: 0%

Conclusion:
The collective actions under Goal 5 have effectively supported improved student attendance, engagement, and graduation outcomes, while maintaining a safe and inclusive school environment. The focus on data-driven instruction, professional development, compliance, and expanded learning options has contributed to SEEO's progress toward its academic and operational goals. Continued efforts are needed to close the performance gap for English Learners and Low-Income students, particularly in graduation rates and chronic absenteeism.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Independent Study Law Training	G5A1 - Site administration will provide additional training for all certificated and classified staff as it relates to Independent Study Law increasing work product and physical attendance for foster youth, low income, and English Learner student groups. Additional staff will be provided as needed to support home/school communication related to student attendance requirements within the independent study model. An academic intervention/probation and re-enrollment processes will be implemented. These additional supports will be provided in order to reduce chronic absenteeism and the reduce the dropout rate.	$1,987.00	Yes
2	Training for Data Analysis	G5A2 - SEEO administration will provide designated time and training for teachers to analyze student data, collaborate, plan and carry out evidence-based interventions for targeted student groups including foster youth, low income, and English Learners. Intervention/support programs, tutoring and mentors focused on the needs of targeted groups of students will be purchased in order to support common core proficiency and narrow the achievement gap.	$99,851.00	Yes
3	Attendance Monitoring	G5A3 - Attendance leadership committee will formalize and define attendance monitoring procedures for all students, including but not limited to, a case management appointment schedule, which provides individualized instruction with a Supervisory teacher thus ensuring academic progress monitoring of all students in order to facilitate timely completion of courses. Staff will participate in ongoing training to adhere to Independent Studies attendance compliance. Additional classified staff will be provided as needed.	$12,968.00	No
4	Time for Collaboration and	G5A4 - Administration will provide Structured Teacher Planning Time, Professional Learning	$0.00	No

	Planning	Communities and Content Expert Teams time to foster collaboration and design cohesive courses and projects for all students in order to increase course completions, credits earned and graduation requirements. Content expert teams will collaborate to modify WAAF's (Work Assignment Agreement Forms) to address students' individual needs, as well as assess school-wide data to drive and inform decision making and progress toward Schoolwide Learner Outcomes.		
5	Student Options/Pathways	G5A5 - Technology leads and staff will offer and facilitate a menu of options (i.e. facilities, equipment, instructional materials and supplies) for all students in order to support students' program and pathway choice and improve course completion rate towards graduation. Items include, but are not limited to: Charter expansion Long term sub GED resources and support Intake Center CTE (Career and Technical Education), Vocational Education and ROP courses such as, but not limited to Rock 'n Roll Academy, and Game Design Assessments and training Transportation/bus to improve chronic absenteeism Satellites, Home School, Virtual Learning, Outdoor School and Elite Sports Institute classes and facilities Establish MOU with agencies to provide enrichment opportunities. e-Sports Gaming Club	$83,212.00	Yes

Goal

Goal #	Description	Type of Goal
6	Goal 6: Personalized support and academic and social-emotional counseling will be made available to students to increase their connectivity to school and improve school culture.	Broad Goal

State priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

Goal 6 explanation: To create an environment in which students feel a sense of belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CHKS Connectedness California Healthy Kids Survey (CHKS) Percentage of students, staff and parents that feel School Connectedness	Students Elementary- 61% most of the time Secondary - 38% are satisfied Staff Strongly Agree-36% Agree- 44% Disagree- 15% Strongly Disagree- 5% Parents Strongly Agree- 36% Agree- 48% Disagree- 6% Strongly Disagree- 3%	2024-25 CHKS Survey Connectedness Students Grade 5: 63% Grade 7: 51% Grade 9: 47% Grade 11: 52% NT: 68% 2024-25 CSSS Survey (A5.4) Staff All: 39% 2024-25 CSPS Survey Parents All: 85%		Students Elementary- 65% most of the time Secondary - 45% are satisfied Staff Strongly Agree-39% Agree- 47% Disagree- 12% Strongly Disagree- 2% Parents Strongly Agree- 39% Agree- 51% Disagree- 3% Strongly Disagree- 1%	2024-25 CHKS Survey Students Grade 5: 65% Grade 7: 47% Grade 9: 49% Grade 11: 52% NT: 77% 2024-25 CSSS Survey (A5.2) Staff All: 91% 2024-25 CSPS Survey Parents All: 83%

2	CHKS- Safety California Healthy Kids Survey (CHKS) Percent of students, staff and parents that feel safe at school	Students Elementary- 88% Secondary - 51% Staff Strongly Agree-33% Agree- 52% Disagree- 12% Strongly Disagree- 3% Parents Strongly Agree- 34% Agree- 50% Disagree- 9% Strongly Disagree- 7%	2024-25 CHKS Survey Safety Students Grade 5: 65% Grade 7: 47% Grade 9: 49% Grade 11: 52% NT: 77% 2024-25 CSSS Survey (A5.2) Staff All: 91% 2024-25 CSPS Survey Parents All: 83%		Students Elementary- 91% Secondary - 55% Staff Strongly Agree-38% Agree- 58% Disagree- 9% Strongly Disagree- 1% Parents Strongly Agree- 37% Agree- 53% Disagree- 6% Strongly Disagree- 4%	2024-25 CHKS Survey Students Grade 5: 65% Grade 7: 47% Grade 9: 49% Grade 11: 52% NT: 77% 2024-25 CSSS Survey (A5.2) Staff All: 91% 2024-25 CSPS Survey Parents All: 83%
3	Suspension Rate (Dashboard) Percentage of students who were suspended at least once	All= 4.3% ELs= 4.8% LI= 4.5% FY= 10.9% AA= 2.2%	All: .1% EL: 0% LI: 0% FY: 0%		All- 0% ELs- 0% LI- 0% FY- 0%	All- 0% ELs- No change LI- No change FY- No change
4	Expulsions-Local data from Pupil Resources	2022-23 Expulsions- Ed Data 0% All: 0% ELs: 0% LI: 0% FY: 0%	All: 0% ELs: 0% LI: 0% FY: 0%		Expulsion Rate- maintain at 0% All: 0% ELs: 0% LI: 0% FY: 0%	All: No change ELs: No change LI: No change FY: No change

Goal Analysis for 2024-2025

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

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

The actions outlined in Goal 6 were fully implemented during the year, with no substantive differences between the planned and actual actions. All initiatives designed to provide personalized student support and strengthen school connectivity were successfully carried out. Key focus areas—social-emotional health, enrichment activities, counseling services, student leadership opportunities, and the promotion of a positive school culture—were addressed through a variety of well-executed programs and services.

A significant success of Goal 6 implementation was the improvement in student well-being and school climate. Strong participation in enrichment and leadership activities, along with consistently low suspension and expulsion rates across all student groups, highlights the effectiveness of these supports. These positive outcomes suggest that the comprehensive and student-centered approach taken under this goal made a meaningful impact on student engagement and behavior.

Despite these successes, a notable challenge that has emerged related to school facilities. SEEO currently shares the Palomares Center with the Adult Transition Program, which limits space and resources as the school continues to grow. Additionally, the lack of adequate athletic fields poses constraints on the development of SEEO's sports and extracurricular programs. The district is in the process of providing adequate facilities to suit the special needs of our students. As the school expands, addressing these facility limitations will be essential to sustaining and enhancing the progress made under Goal 6.

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.

G6A1 For this action the budgeted expenditures were closely aligned.
G6A2 For this action the actual expenditures closely matched the budgeted expenditures.
G6A3 For this action the budgeted expenditures were closely aligned.
G6A4 For this action, the budgeted expenditures were closely aligned.
G6A5 For this action, the actual expenditures slightly below the budgeted expenditures.

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

Effectiveness of Specific Actions in Making Progress Toward Goal 6

The specific actions taken under Goal 6 have been highly effective in fostering a safe, inclusive, and supportive school environment. Multiple data points, including survey responses and discipline metrics, affirm the success of these efforts in improving student well-being, access to services, and overall school climate. However, academic performance data continues to signal a need for enhanced instructional support, particularly for English Learners and low-income students.

G6A1: This action was effective in addressing the social-emotional needs of students, especially English Learners (ELs), foster youth (FY), and low-income (LI) students. Ongoing trauma-informed training for staff has equipped them with critical skills in emotional regulation, conflict resolution, and trauma-sensitive practices. The funding of counselor salaries and benefits ensured stable access to vital student support services. As a result, the school has seen a significant reduction in disciplinary issues, with suspension and expulsion rates at or near 0% across all student groups, indicating a more supportive and responsive learning environment.

G6A2: This action was effective in addressing school belonging because perceptions of school connectedness increased by 6% among 11th grade students, from 46% in prior years to 52% in the 2024–25 CHKS survey. The increase in in-person activities helped foster stronger relationships among students and between students and staff. These opportunities contributed to an enhanced sense of connection and school pride, directly impacting student engagement and participation.

G6A3: The addition of a full-time counselor was effective in providing more timely and personalized academic and social-emotional support. This allowed for earlier interventions and ongoing guidance for students facing academic or personal challenges. As a result, SEEO strengthened its safety net for vulnerable student populations, which contributed to the positive school climate reflected in both staff and parent survey data.

G6A4: This action was effective in shaping a positive school culture and climate through expanded student leadership programs. These initiatives provided meaningful opportunities for student voice, leadership, and peer support. The sense of responsibility and empowerment developed through these programs has contributed to low discipline rates and a stronger, more inclusive school community.

G6A5: The expansion of SEEO's sports programs was effective in promoting physical health, emotional well-being, and student engagement. The addition of coaches, trainers, transportation, equipment, and improved facilities allowed more students to participate in athletic activities. This contributed to increased connectedness, particularly among non-traditional (NT) students, who reported the highest rate of connectedness at 68% and safety at 77% on the CHKS survey.

In conclusion, the actions under Goal 6 were highly effective in building a strong foundation for student well-being, safety, and engagement. This is evidenced by very low suspension and expulsion rates, high levels of perceived safety and connectedness among students, parents, and staff, and expanded student support programs. Moving forward, increased attention to targeted academic interventions will be essential to build on these successes and close achievement gaps for underserved student groups.

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.

For Goal 6, District baseline year for suspensions was utilized, the data was incorrect. The incorrect data is All= 4.3%, ELs= 4.8%, LI= 4.5%, FY= 10.9%, AA= 2.2%. The correct baseline enrollment numbers are

There were no changes made to the planned goal, desired outcomes, or actions for the coming year.
There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Emotional Health	G6A1 - Administrative staff, counselors, consultants, and teaching teacher specialist will provide structure, staff and student training and resources for foster youth, low income, and English Learners to promote trauma informed sensitivity, conflict resolution & social emotional health in order to improve communication, problem solving skills and management of stress resulting in order to increase mental wellness and career and college readiness.	$504,302.00	Yes
2	Enrichment Activities	G6A2 - Site administration and certificated staff will encourage students within the targeted support groups (foster youth, low income, and English Learners) to be involved with enrichment activities, including but not limited to: field trips (supplies, tickets, transportation, and additional expenses), and take leadership roles on campus through Student Advisory Board and other opportunities. Student involvement in enrichment activities will be promoted in order to increase student engagement and increase attendance rates. Attendance is significantly linked to addressing the achievement gap therefore close monitoring of students' attendance will occur.	$11,615.00	Yes
3	Counselor	G6A3 - SEEO administration will provide support through a full or part-time MFT counselor to offer personalized academic and social-emotional counseling to all students, as well as parents, families, and the community in crisis in order to increase connectivity to school and improve school culture.	$169,257.00	Yes
4	Student Leadership	G6A4 - Teaching teacher specialists and activities team leaders will provide opportunities for all students to have a voice for student life, culture, and curriculum at SEEO in order to establish a Student Advisory Board (Leadership). The student leader group will require, facilitate or purchase the following: Student meeting consumables Organization of events, field trips, etc. Certificated staff special assignment hours, stipend, and/or 6th period assignment as site needs demand in supporting and leading the student leaders Classified staff and/or proctors as pertains to the event Security staff for activities outside the regular school day Options for new experimental and investigative activities and/or courses	$4,717.00	No
5	Enrichment Activities	G6A5 - SEEO staff will provide sports, recreational activities, and other enrichment extracurricular programs to all students in order to improve the school culture and create a sense of belonging. The activities and programs include but are not limited to: Before, during or after school practices, sports equipment, related expenses Certificated staff stipends and/or special assignment pay in coaching and facilitating Pay for officials, trainers, coaches, athletic services, transportation, materials, supplies, equipment and uniforms Pay for fields, and/or facilities CIF, PlayVS, NCAA or other dues and fees as required for participation	$881,869.00	No

Goal

Goal #	Description	Type of Goal
7	Goal 7: Students will have opportunities to enroll in a broad course of study to support them as they become ready for graduation, post secondary education, and personalized career pathways.	Maintenance of Progress Goal

State priorities addressed by this goal.

7

An explanation of why the LEA has developed this goal.

Goal 7 explanation: To ensure our students have a well rounded education and expand their post secondary career options.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	A-G Meeting Requirements Rate Percent of students in the combined four and five-year graduation rate by student group who met the UC/CSU requirements EdData	All: 14.1% EL: 0% LI: 11.6% FY:	All: 16.9% EL: 0% LI: 16.7% FY: No data		All: 14.3% EL: 2% LI: 11.8% FY:	All: +2.8% EL: No change LI: +5.1% FY: No change

2	College and Career Indicator California Dashboard	All: 4.3% Prepared EL: 27 students (insufficient data to provide percentage) LI: 2.9% prepared FY: 3 students (insufficient data to provide percentage)	All: 5.2% Prepared EL: No data LI: 5.4% Prepared FY: No data		All: 4.4% Prepared EL: 1% Prepared LI: 3.0% Prepared FY:1% Prepared	All: +.9% EL: No change LI: +2.5% FY: No change

Goal Analysis for 2024-2025

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

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

The implementation of this goal was fully implemented, with all planned actions either met or adapted effectively to serve student needs.

A key success was the establishment and strengthening of partnerships with neighboring community colleges, allowing SEEO students to concurrently enroll in college courses while continuing their high school education. This provided students with broader access to academic and career pathways, supporting college readiness without additional financial burden to the school.

All other components of the goal were effectively implemented, with no substantive differences between planned and actual actions. SEEO met its objectives for expanding learning opportunities and post-secondary pathways, and while academic performance indicators remain an area for improvement, the goal itself was fully implemented as intended.

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.

G7A1: For this action, the budgeted expenditures far exceeded the actual expenditures due to the focus on concurrent enrollment which does not incur costs.
G7A2: For this action, the budgeted expenditures were not utilized.

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

Description of the Effectiveness of Specific Actions to Date in Making Progress Toward the Goal

G7A1: The implementation of G7A1, which includes providing varied experiential learning opportunities such as field trips, college tours, virtual science labs, internships, CTE pathways, assemblies, outdoor learning, increased electives, and extended learning opportunities, has had limited effectiveness to date. While these initiatives have broadened access to different types of coursework and real-world learning experiences, the data indicates that they have not yet significantly impacted college and career readiness. The percentage of students meeting A-G requirements remains low, with only 16.9% of all students, 16.7% of Low-Income (LI) students, and 0% of English Learners (EL) meeting the UC/CSU entrance criteria. Additionally, there is no available data for Foster Youth (FY), which limits the ability to measure the action's effectiveness for this student group. These results suggest that although students are being offered more learning opportunities, these have not yet translated into improved academic performance or post-secondary readiness.

G7A2: The efforts under G7A2 to provide expanded learning opportunities—including online and blended coursework, Project-Based Learning, and Career and Technical Education—have also shown limited effectiveness in making progress toward Goal 7. Resources allocated for staffing, materials, and software to assist with student intake and support a broader academic course of study have helped expand access to alternative learning formats. However, the California Dashboard College and Career Indicator (CCI) reports that only 5.2% of all students and 5.4% of LI students are considered "Prepared" for college and career. There is no available data for EL and FY students. This low percentage indicates that the expanded learning models have not yet led to measurable gains in college and career preparedness. Continued efforts are needed to ensure that these alternative learning opportunities align more directly with graduation requirements and post-secondary success benchmarks.

In summary, while both G7A1 and G7A2 actions have laid important groundwork to support a broader course of study and more diverse learning experiences, their effectiveness in achieving the intended outcomes remains low based on current student achievement and readiness data. Further refinement, monitoring, and targeted support will be essential to increase the impact of these actions moving forward.

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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Experiential Learning	G7A1 - Certificated staff will provide varied learning opportunities including "Experiential Learning" (learning by actual experiences rather than second-hand) for Low Socio-Economic, EL's, and Foster Youth students to increase courses of study for students in order to increase college and career readiness. Provide for additional services as follows: Field trips (buses, admissions, fees, etc.) as it relates to all content areas College tours Virtual science labs and equipment	$161,061.00	Yes

		Internships/work experience and volunteer opportunities CTE (Career and Technical Education) and/or career related pathways Assemblies or special events Outdoor Learning Increased elective options Extended Learning Opportunities		
2	Expanded Learning Opportunities	G7A2 - SEEO teaching staff will provide expanded learning opportunities, which could include online/blended coursework, Project or Problem Based Learning, and Career and Technical education, Provide for staffing, materials, supplies and software for Student Intake and assist families with the paperless registration process. Expanded learning opportunities for all students will be offered in order to broaden students' academic course of study and provide a graduation pathway for college and careers.	$38,224.00	No

Goal

Goal #	Description	Type of Goal
8	Goal 8: As a CSI School, resources that best align with the findings of the comprehensive needs assessment will be utilized to increase the graduation rate.	Broad Goal

State priorities addressed by this goal.

8

An explanation of why the LEA has developed this goal.

Goal 8 explanation: SEEO seeks to offer personalized learning for at-risk students. The results from the Comprehensive Needs Assessment will continue to inform change including the creation of graduation and career pathways thus promoting options to increase academic achievement and graduation rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Graduation Rate: CALPADS Report 15.1	2022-2023 Graduation rate: All: 56.3% EL: 50% LI: 56.4% FY: No data	2023-2024 All: 60.7% EL: 45.9% LI: 60% FY: No data		All: 59.1% EL: 52.5% LI: 59.22% FY: No data	All: +4.4% EL: -4.1% LI: +3.6% FY: No data

Goal Analysis for 2024-2025

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

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

The implementation of this goal faced several challenges, particularly due to delays and adjustments resulting from changes in vendor availability and the timing of service rollouts. While the goal was only partially implemented, important groundwork was laid. A key issue was the slower-than-anticipated launch of critical supports such as mentoring and tutoring services. This contributed to a gap between budgeted and actual expenditures, as many supports were only gradually put in place throughout the year.

One ongoing challenge for SEEO students is meeting the 220-credit graduation requirement set by Pomona Unified School District. This continues to be a barrier for many, particularly for students facing additional obstacles such as language acquisition, housing instability, and economic disadvantage. In response, SEEO has worked to expand flexible graduation pathways—including Career Technical Education (CTE) options and concurrent enrollment with local community colleges—which offer promising alternatives to traditional coursework and provide students with more tailored opportunities to reach graduation.

A notable success this year was the vetting and approval of a new vendor to provide targeted student support services. However, the rollout of these services did not occur until the second semester, limiting the time students had to fully benefit. Despite this delay, SEEO achieved a significant milestone by forming new partnerships with neighboring community colleges. These partnerships enabled students to begin concurrent enrollment, marking a major step forward in building sustainable pathways to post-secondary education and career readiness.

While SEEO did see an increase in its graduation rate, ongoing challenges remain. The school continues to receive Red indicators on the California School Dashboard, signaling persistent concerns in academic performance, especially among English learners, homeless youth, socioeconomically disadvantaged students, and Hispanic students. These indicators underscore the need for more timely and comprehensive implementation of planned supports. Looking ahead, initiating all services earlier in the academic year will be critical to improving consistency, accelerating progress, and closing achievement gaps across all student groups.

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.

G8A1: For this action, our budgeted expenditures far exceeded our actual expenditures as the cost of building the relationships with the community colleges and creating the college pathways have incurred no costs.
G8A2: For this action, our budgeted expenditures were slightly higher than our actuals.

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

The specific actions for Goal 8 were successful in making measurable progress toward the goal. SEEO's graduation rate for the 2023–2024 school year is 60.7%, representing a 4.4% increase from 2023. This upward trend indicates that the implemented strategies—such as expanded graduation pathways—are having a moderate to high degree of effectiveness. It is expected that the graduation rate will continue to improve as additional pathways become available to SEEO students. As an identified CSI school, our ongoing goal is to sustain and accelerate this progress in the coming years, with the ultimate objective of exiting CSI status.

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.

The goal, metrics, and actions will remain the same. However, the Learning Recovery Emergency Block Grant will be incorporated in to Goal 8 as Goal 8 Action 3, as it supports academic learning recovery, and staff and pupil social and emotional well-being. The grant funding will be used to support students with college and career planning, college application support, and financial aid application process. Studies show that students who participate in college and career counseling are more likely to attend post-secondary education.

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	Graduation Pathways	G8A1 - Certificated and administrative staff will administer a comprehensive needs assessment to inform and provide support by offering a variety of graduation pathway options, including materials and supplies including but not limited to technology, for EL's, Low Socio-Economic, and Foster Youth students in order to increase our academic opportunities and graduation rate.	$324,942.00	Yes
2	Social Emotional Support	SEEO will partner with social emotional counseling services vendors to provide social-emotional learning support, increase access to mental health, drug awareness, and gang prevention and rehabilitation services so as to increase academic focus and success among students. Vendors will also work to provide community internships to provide students more incentives to return to school.	$113,092.00	Yes
3	Learning Recovery Emergency Block Grant	This action is to establish learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being.	$387,365.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,524,044.00	$364,529.00

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
26.58%	0.00%	$0.00	26.58%

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
G1A3 SEEO Expansions	The unduplicated student groups at SEEO, which include low socio-economic students, English Learners (ELs), and foster youth, have specific needs such as: Improved Academic Achievement CAASPP data highlights significant academic gaps: Math: All Students -75; ELs -127; LI -97.8 ELA: All Students -37.6; ELs -97.8; LI -56.3 These performance levels point to the need for expanded and upgraded facilities, resources, and instructional models that better support achievement—especially for EL and LI students.	The action plan involves several specific strategies designed to meet these needs: Enhanced, Safe, Clean, Renovated, or Remodeled Facilities: Upgrading school facilities ensures a welcoming and conducive environment for learning, which is crucial for all students but especially important for those who may not have access to such environments outside school. Satellite Programs and Specialized Learning Environments: Homeschool (Innovations Learning Academy): Offers flexible learning options tailored to individual student needs, beneficial for students who require alternative education formats. Learning Labs and Experiential Outdoor Learning: Provide hands-on learning experiences that can engage students in practical and immersive educational activities. Elite Sports Institute and Career Pathways: Offer specialized programs that cater to diverse student interests and career aspirations, helping them stay motivated and focused on their education. Technology Forward Environment: 1:1 Connectivity Options: Ensures that every student has access to necessary technology, which is critical for ELs and socioeconomically disadvantaged students who might lack such resources at home. Furniture, Curriculum, Software, Computers, and Decor: Provide the necessary infrastructure to create an effective and engaging learning environment. Supportive Resources: Motivational Items, Field Trips, Transportation, Food and Nutrition: Address various aspects of student well-being and engagement. Publicity, Merchandising, Advertising, and Contract Agreements: Promote the programs and ensure their sustainability and reach. In addition, we expect that the expansion of programs will help in response to the red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use CAASPP scores in ELA and Math (Metric 1.4, Metric 1.5) to monitor progress.

G2A1 Diagnostics, Interventions and Personalized Coursework	The unduplicated student groups at SEEO, which include low socio-economic students, English Learners (ELs), and foster youth, have specific needs such as: Individualized Learning Support: These students often require personalized instruction to address their unique learning gaps and challenges. Timely Interventions: Quick and effective interventions are necessary to keep these students on track academically. Access to Standards-Based Curriculum: Ensuring that these students can access and succeed in a curriculum that meets state standards is crucial for their academic progress and credit accumulation towards gradua	The action plan involves the following strategies to address these needs: Embedded Diagnostics: These diagnostics will be used to assess students' current understanding and identify learning gaps. This data-driven approach allows for personalized learning plans tailored to each student's needs. Personalized Online Coursework: By using the results from the embedded diagnostics, teaching staff can customize online coursework to better suit individual learning needs. This includes modifying assignments and providing resources that target specific areas where students need improvement. Timely Interventions: Direct instruction, workshops, clinics, and individualized coursework modifications are employed to provide immediate support and address any academic issues as they arise. This ensures that students receive the help they need when they need it, preventing small issues from becoming larger barriers to success. Direct Instruction and Support Programs: Workshops and Clinics: These provide additional instructional time and focus on key areas where students may be struggling. Individualized Coursework Modifications: Adjustments to coursework ensure that all students can engage with and master the standards-based curriculum. In addition, we expect that student leadership will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use CAASPP scores in ELA and Math (Metric 2.2, Metric 2.4) to monitor the effectiveness of this action.

G2A2 Independent Study, Caseload Management and Alternative Education	The unduplicated student groups at SEEO, which include low socio-economic students, English Learners (ELs), and foster youth, have specific needs such as: Tailored Educational Support: These students often require more personalized and adaptive teaching methods to meet their unique learning challenges. Effective Independent Study Programs: Many students benefit from independent study options, which require teachers to be proficient in managing and supporting these programs. Improved Case Management: Ensuring that students receive consistent and targeted support through effective case management practices. Alignment with Charter and Independent Study Law Requirements: Teachers need to be well-versed in the specific requirements and best practices for charter and alternative education settings as per California Ed Code.	The action plan involves the following strategies to address these needs: Tailored Educational Support: These students often require more personalized and adaptive teaching methods to meet their unique learning challenges. Effective Independent Study Programs: Many students benefit from independent study options, which require teachers to be proficient in managing and supporting these programs. Improved Case Management: Ensuring that students receive consistent and targeted support through effective case management practices. Alignment with Charter and Alternative Education Requirements: Teachers need to be well-versed in the specific requirements and best practices for charter and independent studies education settings as per California Ed Code. In addition, we expect that caseload management will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use CAASPP scores in ELA and Math (Metric 2.2, Metric 2.4) to monitor the effectiveness of this action.

G3A1 Parent Engagement	The unduplicated student groups at SEEO, including foster youth, low-income students, and English Learners (ELs), have specific needs such as: Family Involvement: Increased parent/guardian engagement to support student learning and well-being. Community Support: Building strong relationships between the school and the broader community to provide additional resources and support. Graduation Support: Ensuring that students have the necessary support and motivation to complete their education and graduate.	The action plan involves several specific strategies designed to meet these needs: Parent Meetings: These will provide parents/guardians with the knowledge and skills to support their children's education effectively. Workshops might cover topics such as understanding the school system, supporting homework, and accessing community resources. Community-Led Events: Organizing events that involve parents, students, schools, and community members helps build a supportive network. These events can include cultural festivals, career fairs, and informational sessions led by local organizations and businesses. Parent Advisory Board/Committees: Establishing advisory boards or committees ensures that parents/guardians have a voice in school decisions, fostering a sense of ownership and partnership in their children's education. Graduation Support: Providing resources and events such as awards, luncheons, and graduation ceremonies (including cap and gown) celebrates students' achievements and encourages them to complete their education. Maintaining Partnerships: Building and maintaining partnerships with parents, community members, and stakeholders ensures a continuous support network for students. This includes collaborating with local businesses, advocacy groups, and educational organizations. Concurrent and Dual Enrollment: Facilitating opportunities for students to enroll in college courses while still in high school provides advanced learning opportunities and helps students get a head start on their post-secondary education. Materials and Supplies: Providing necessary materials and supplies ensures that parents and students have the resources they need to engage fully in their education. In addition, we expect that parent engagement will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use Parent and Family Engagement Rate the PUSD district's progress in developing multiple opportunities for the district and schools to engage in two way communication (Goal 3 Metric 3.1) to monitor effectiveness of this action.

G3A2 Online Tools for Data Gathering	The unduplicated student groups at SEEO, which include foster youth, low-income students, and English Learners (ELs), have specific needs such as: Improved Family Engagement: These students benefit significantly from increased involvement of their families in their education. Enhanced Student Connectedness: Ensuring students feel connected to their school community is crucial for their academic success and emotional well-being. Access to Data for Professional Development: Teachers and staff need access to reliable data to tailor their professional development and effectively support student and family engagement.	The action plan involves the following strategies to address these needs: Online Tools for Data Collection and Analysis: Forms and Surveys: Developing and utilizing online forms and surveys to collect data on family engagement, student satisfaction, and other relevant metrics. This data will help identify areas of need and track progress over time. Enrollment Process: Streamlining the enrollment process through online tools ensures that it is accessible and efficient for all families, particularly those who may face barriers in accessing traditional enrollment methods. Server and SEEO Webpage: Server: Ensuring robust data storage and management systems to handle the data collected through various online tools securely and efficiently. SEEO Webpage: Creating an informative and user-friendly website that provides resources and information for students and families. This includes easy access to forms, surveys, enrollment processes, and other important information. Support for Professional Development: The data collected from these tools will inform the professional development needs of the staff. By understanding the specific challenges and needs of families and students, professional development can be tailored to address these areas effectively. In addition, we expect that online tools for data gathering will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use Engagement Parent and Family Engagement Rate PUSD's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels (Metric 3.3) to monitor this action.

G4A2 Rich Learning Environments	The unduplicated student groups at SEEO, including foster youth, low-income students, and English Learners (ELs), have specific needs such as: Equitable Access to Educational Resources: These students often face barriers to accessing the same quality of educational resources as their peers. Additional Academic Support: They may require extra tutoring, mentoring, and support programs to succeed academically. Targeted Interventions: Ensuring that these students receive personalized support to close the achievement gap and improve their academic outcomes.	The action plan involves several specific strategies designed to meet these needs: Online Programs: Implementing or expanding online learning programs provides flexible and accessible educational opportunities for these student groups. This includes access to online courses, virtual tutoring, and digital learning platforms. Additional Support Staff: Hiring additional staff such as tutors, mentors, and academic coaches ensures that students receive personalized attention and support. This can include in-class aides, after-school tutors, and dedicated staff for student support services. Learning Supplies and Materials: Providing necessary learning supplies and materials ensures that all students have the resources they need to succeed. This includes textbooks, laptops, internet access, and other educational tools. Mentoring, Tutoring, and Student Support Programs: Developing and implementing comprehensive support programs that offer mentoring and tutoring helps address academic challenges and provides emotional and social support. These programs can be tailored to meet the specific needs of foster youth, low-income students, and ELs. In addition, we expect that a rich learning environment will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will monitor progress for foster youth, low-income students, and English Learners (ELs) and all students at participating schools using: STAR Early Literacy, STAR Math Enterprise, EL Reclassification rates, and graduation rate. These metrics will provide a comprehensive view of how the increased services and resources are improving access to a rich learning environment and overall outcomes for foster youth, low-income students, and ELs, allowing SEEO to make data-driven decisions and continuous improvements to better support these student groups.

G4A3 Guidance	The unduplicated student groups at SEEO, including low socio-economic students, English Learners (ELs), and foster youth, have specific needs such as: Social and Emotional Support: These students often face significant social and emotional challenges that can impact their academic performance and overall well-being. Guidance for Academic Success: They require strong guidance and support to navigate the academic system and meet graduation requirements. Targeted Training for Staff: Teachers, counselors, and administrators need specialized training to effectively address the unique needs of these student groups.	The action plan involves several specific strategies designed to meet these needs: Strong Guidance and Academic Support: Counselors, Certificated Staff, and Administration: Providing dedicated guidance and academic support through a team of counselors, certified staff, and administrators. This team will work closely with students to ensure they receive the necessary support to succeed academically and emotionally. Mentoring/Guidance Curriculum: Implementing a structured mentoring and guidance curriculum that includes materials, supplies, and software to support students' social and emotional development. This curriculum will be designed to help students build resilience, manage stress, and develop positive relationships. Staff Training: Professional Development: Providing training for SEEO staff to improve their knowledge and ability to address the needs of low socio-economic students, ELs, and foster youth. This training will cover topics such as trauma-informed practices, cultural competency, and effective communication strategies. Digital Curriculum and Resources: Purchasing digital curriculum and resources to support staff training and student support programs. These resources will include interactive modules, instructional videos, and other digital tools to enhance learning and support. In addition, we expect that guidance will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will monitor progress for foster youth, low-income students, and English Learners (ELs) and all students at participating schools using: STAR Early Literacy, STAR Math Enterprise, EL Reclassification rates, and graduation rate. These metrics will provide a comprehensive view of how the increased services and resources are improving access to counseling services and overall outcomes for foster youth, low-income students, and ELs, allowing SEEO to make data-driven decisions and continuous improvements to better support these student groups.

G4A4 Monitoring Student Progress	The unduplicated student groups at SEEO, including low socio-economic students, English Learners (ELs), and foster youth, have specific needs such as: Identifying Academic Gaps: These students often have academic deficiencies that need to be identified and addressed promptly to ensure they can keep up with their peers. Timely Interventions: It is crucial to provide timely and appropriate interventions to address any identified academic gaps and support students in achieving academic success. Continuous Monitoring: Ongoing monitoring of student progress to ensure that interventions are effective and adjusted as needed to support continuous improvement.	The action plan involves several specific strategies designed to meet these needs: Administration of Assessments: Various and Appropriate Assessments: Certificated staff will administer a range of assessments to gather comprehensive data on student performance. These assessments include LMS assessments, CAASPP interim and summative assessments, EADMS, Achieve3000, Edgenuity, Edmentum, ELPAC assessments, District Interim Assessments (DIA), and work assignment progress records. District Mandated EL Progress Monitoring: Specifically for English Learners who are not enrolled in ELD support classes, the district mandated EL progress monitoring will be conducted each semester to track their language acquisition and academic progress. Monitoring and Feedback: Student Progress Monitoring: Regularly monitoring student progress through various assessment tools to identify academic gaps and deficiencies. Timely Feedback and Adjustments: Providing timely feedback to students and making necessary adjustments to instructional strategies based on assessment data. This ensures that interventions are targeted and effective in addressing identified academic gaps. In addition, we expect that monitoring student progress will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will monitor progress for foster youth, low-income students, and English Learners (ELs) and all students at participating schools using: STAR Early Literacy, STAR Math Enterprise, EL Reclassification rates, and graduation rate. These metrics will provide a comprehensive view of how the increased services and resources are improving the monitoring of student progress of overall outcomes for foster youth, low-income students, and ELs, allowing SEEO to make data-driven decisions and continuous improvements to better support these student groups.

G5A1 Independent Study Law Training	The unduplicated student groups at SEEO, including low socio-economic students, English Learners (ELs), and foster youth, have specific needs such as: Foster Youth: Foster youth often experience instability in their living situations, leading to disruptions in their education. They may struggle with consistent school attendance and engagement, resulting in lower academic performance and higher dropout rates. Low-Income Students: Low-income students face numerous challenges, including lack of access to educational resources, transportation issues, and familial responsibilities that may interfere with regular school attendance. These factors contribute to higher rates of absenteeism and lower academic achievement. English Learners (ELs): English Learners often face language barriers that hinder their ability to fully engage in the curriculum and participate in school activities. This can lead to decreased attendance and engagement, as well as lower academic performance.	The action plan involves several specific strategies designed to meet these needs: Additional Training for Staff: Training all certificated and classified staff on Independent Study Law will equip them with the knowledge and skills necessary to better support foster youth, low-income students, and English Learners within the independent study model. This includes understanding the specific challenges these students face and implementing strategies to improve their engagement and attendance. Support for Home/School Communication: Providing additional staff to facilitate communication between home and school ensures that students and their families are well-informed about attendance requirements and the importance of consistent attendance. This support is crucial for foster youth who may lack a stable support system, low-income families who might have limited time and resources to engage with the school, and English Learners who may face language barriers. Academic Intervention/Probation and Re-enrollment Processes: Implementing these processes provides targeted support to students who are struggling academically or with attendance. By identifying at-risk students early and providing the necessary interventions, the school can help prevent chronic absenteeism and reduce dropout rates. This is especially important for the identified student groups who are more vulnerable to falling behind academically. In addition, we expect that independent study law training will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will monitor progress for foster youth, low-income students, and English Learners (ELs) and all students at participating schools using: Attendance rates, Chronic Absenteeism, Suspension Rates, Expulsion Rates, and Drop Out Rates. These metrics will provide a comprehensive view of how the increased services and resources are improving adherence to independent study law.

G5A2 Training for Data Analysis	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often face educational disruptions due to frequent relocations, leading to gaps in learning and inconsistent academic support. These students require targeted interventions to address these gaps and ensure they stay on track with their peers. Low-Income Students: Low-income students frequently lack access to educational resources and support systems outside of school, which can hinder their academic progress. These students benefit from additional academic support and interventions to help bridge the resource gap. English Learners (ELs): English Learners face challenges related to language acquisition that can impact their understanding of core academic content. These students need specialized instructional strategies and additional support to achieve proficiency in both language and academic subjects.	How the Action is Designed to Address the Identified Needs: Designated Time and Training for Teachers: Providing designated time and training for teachers to analyze student data allows educators to identify specific learning needs and challenges faced by foster youth, low-income students, and English Learners. This targeted approach enables teachers to develop and implement evidence-based interventions tailored to the unique needs of these student groups. Collaboration and Planning: Facilitating collaboration among teachers ensures that best practices and effective strategies are shared and implemented consistently. By working together, teachers can create comprehensive support plans that address the academic and social-emotional needs of the targeted student groups. Intervention/Support Programs, Tutoring, and Mentors: Purchasing and implementing programs focused on the needs of foster youth, low-income students, and English Learners provides these students with additional academic support outside of regular classroom instruction. Tutoring and mentoring offer personalized assistance and guidance, helping students to build skills, gain confidence, and achieve proficiency in common core standards. In addition, we expect that training for data analysis will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will monitor progress for foster youth, low-income students, and English Learners (ELs) and all students at participating schools using: Attendance rates, Chronic Absenteeism, Suspension Rates, Expulsion Rates, and Drop Out Rates. These metrics will provide a comprehensive view of how data analysis is utilized to improve overall outcomes for foster youth, low-income students, and ELs, allowing SEEO to make data-driven decisions and continuous improvements to better support these student groups.

G5A5 Student Options/Pathways	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often face instability in their personal lives, leading to educational disruptions and limited access to consistent, high-quality educational resources. They need a stable and supportive learning environment that accommodates their unique circumstances and provides flexible learning options. Low-Income Students: Low-income students frequently lack access to technology, transportation, and extracurricular opportunities that are essential for a well-rounded education. They need access to resources that can bridge the opportunity gap and support their educational and career aspirations. English Learners (ELs): English Learners require additional language support and access to instructional materials that cater to their language development needs. They benefit from diverse learning pathways that include language acquisition support and vocational training aligned with their interests and strengths.	How the Action is Designed to Address the Identified Needs: Menu of Options: Offering a variety of facilities, equipment, instructional materials, and supplies ensures that all students, including foster youth, low-income students, and English Learners, have access to the resources they need to succeed in their chosen educational pathways. This flexibility allows students to select programs that best meet their personal and academic needs. Charter Expansion and GED Resources: Expanding charter options especially for students who may struggle in traditional school settings. This is particularly beneficial for foster youth and low-income students who may need more flexible and supportive learning environments. CTE and Vocational Education: Offering Career and Technical Education (CTE), vocational education, and ROP courses provides practical skills and training that can lead to immediate employment opportunities. These programs are crucial for students, especially low-income and foster youth, who may need to enter the workforce quickly. Assessments and Training: Regular assessments and training help to identify and address learning gaps, ensuring that students receive the targeted support they need to succeed academically. This is especially important for English Learners who need ongoing language support. Transportation Services: Providing transportation addresses the issue of chronic absenteeism by ensuring that students, particularly those from low-income families, have reliable means to attend school regularly. Variety of Learning Environments: Offering diverse learning environments such as satellites, home school, virtual learning, outdoor school, and specialized institutes caters to different learning preferences and needs, supporting foster youth and others who may require non-traditional schooling options. Enrichment Opportunities: Establishing MOUs with agencies to provide enrichment opportunities and extracurricular activities, such as the e-Sports Gaming Club, ensures that all students have access to a well-rounded education that includes extracurricular engagement and community involvement. In addition, we expect that increasing student options/pathways will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will monitor progress for foster youth, low-income students, and English Learners (ELs) and all students at participating schools using: Attendance rates, Chronic Absenteeism, Suspension Rates, Expulsion Rates, and Drop Out Rates. These metrics will provide a comprehensive view of how the increased services and resources are providing additional options/pathways to improve overall outcomes for foster youth, low-income students, and ELs, allowing SEEO to make data-driven decisions and continuous improvements to better support these student groups.

G6A1 Social Emotional Health	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often experience trauma due to instability in their living situations, separation from family, and other adverse experiences. They need trauma-informed support to help them manage stress, resolve conflicts, and develop social-emotional skills that are crucial for their overall well-being and academic success. Low-Income Students: Low-income students frequently face stressors related to economic instability, including food insecurity, housing issues, and lack of access to mental health resources. These stressors can impact their ability to focus on academics and develop essential life skills. English Learners (ELs): English Learners may face cultural and linguistic challenges that affect their social-emotional well-being. They need support in developing communication skills, managing stress related to language barriers, and integrating into the school community.	How the Action is Designed to Address the Identified Needs: Structure and Training for Staff and Students: Providing structure and training ensures that both staff and students are equipped with the knowledge and skills needed to understand and address trauma, resolve conflicts, and support social-emotional health. This creates a supportive school environment where foster youth, low-income students, and English Learners can thrive. Trauma-Informed Sensitivity: Training on trauma-informed sensitivity helps staff recognize and respond appropriately to the signs of trauma in students, particularly foster youth. This approach fosters a safe and supportive learning environment that promotes healing and resilience. Resources for Mental Wellness: Providing resources such as counseling, mental health support, and workshops on stress management addresses the mental wellness needs of all targeted student groups. Access to these resources helps students maintain their mental health, which is critical for their academic and personal development. Career and College Readiness: Integrating social-emotional learning and mental wellness programs into career and college readiness initiatives ensures that students are not only academically prepared but also emotionally resilient and capable of handling future challenges. In addition, we expect that social emotional health will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use CHKS Connectedness (Goal 6, Metric 1), Safety Data (Goal 6, Metric 2), Suspension Rate (Goal 6, Metric 3), Expulsion Rate (Goal 6, Metric 4), CAASPP ELA & CAASPP Math Data (Goal 2, Metric 3-4), & Graduation Rates (Goal 8, Metric 1) to track how well counseling supports unduplicated students. Effectiveness will be measured by: Student Surveys and Feedback: Gathering student views on social-emotional health, conflict resolution, and mental wellness through surveys and focus groups to assess program impact. Behavioral Data: Tracking conflicts, disciplinary actions, and counseling referrals to evaluate changes in behavior and the success of trauma-informed and conflict resolution training. Academic Performance and Engagement: Monitoring grades, attendance, and participation to see if better social-emotional skills improve academic outcomes. Mental Health Referrals: Counting how many students access counseling services to measure use and benefit of mental wellness resources. College and Career Readiness: Checking graduation rates, college enrollment, and career certifications to see if social-emotional support boosts readiness for life after school.

G6A2 Enrichment Activities	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often face instability and a lack of consistent support systems, which can lead to disengagement from school activities and lower attendance rates. They need opportunities to feel connected to their school community and develop a sense of belonging. Low-Income Students: Low-income students frequently lack access to enrichment activities due to financial constraints. They require support to participate in extracurricular activities that can enhance their educational experience and personal development. English Learners (ELs): English Learners may struggle with integration into the school community due to language barriers and cultural differences. They need opportunities to engage in activities that promote language development, cultural exchange, and leadership skills.	How the Action is Designed to Address the Identified Needs: Encouragement and Support for Participation: Site administration and certificated staff will actively encourage students from the targeted groups to participate in enrichment activities, ensuring that they are aware of and feel welcomed to join these opportunities. This proactive approach helps foster youth, low-income students, and English Learners feel valued and included in the school community. Provision of Resources: By covering the costs of supplies, tickets, transportation, and additional expenses for field trips and other enrichment activities, the action removes financial barriers that might prevent low-income students from participating. This ensures equal access to valuable educational experiences. Leadership Opportunities: Encouraging students to take on leadership roles through the Student Advisory Board and other campus opportunities provides foster youth, low-income students, and English Learners with a platform to voice their opinions, develop leadership skills, and engage more deeply with the school community. These roles help build confidence and a sense of ownership over their educational journey. Promotion of Student Engagement: Involvement in enrichment activities is designed to increase student engagement by making school a more dynamic and interactive environment. Engaged students are more likely to attend school regularly and participate actively in their education. In addition, we expect that enrichment activities will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use CHKS Connectedness (Goal 6, Metric 1), Safety Data (Goal 6, Metric 2), Suspension and Expulsion Rates (Goal 6, Metric 3-4), plus Attendance Rates (Goal 5), to measure how counseling and support programs help unduplicated students. Effectiveness will be tracked by: Attendance Rates: Higher attendance among foster youth, low-income students, and English Learners shows better engagement and school connection. Participation: Increased involvement in enrichment activities and leadership roles signals successful student engagement. Student Feedback: Surveys on enrichment and leadership experiences provide insight; positive responses mean the program meets student needs. Behavior and Academics: Fewer disciplinary actions combined with improved grades and test scores show the program’s positive impact. Achievement Gap: Closing gaps in academic performance between targeted students and peers indicates progress.

G6A3 Counselor	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often experience significant emotional and psychological challenges due to instability and trauma in their personal lives. They need specialized counseling support to help them manage these issues and stay connected to their educational environment. Low-Income Students: Low-income students face various stressors, including economic instability, which can impact their mental health and academic performance. They require accessible mental health services to support their social-emotional well-being and enhance their engagement with school. English Learners (ELs): English Learners may encounter cultural adjustment issues, language barriers, and social isolation. They need counseling services that address these unique challenges and support their integration into the school community.	How the Action is Designed to Address the Identified Needs: Personalized Counseling Services: By providing a full or part-time MFT (Marriage and Family Therapist) counselor, SEEO administration ensures that students receive personalized academic and social-emotional counseling. This tailored support helps address the specific needs of foster youth, low-income students, and English Learners, providing them with strategies to cope with their unique challenges. Support for Parents, Families, and Community: Extending counseling services to parents, families, and the community in crisis helps create a supportive network around the students. This holistic approach ensures that students' home environments are also considered in their well-being and educational success. Increased Connectivity to School: Counseling services help students feel more connected to their school by addressing their emotional and social needs. This increased connectivity fosters a positive school culture where students feel safe, supported, and engaged in their learning. In addition, we expect that a counselor will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use CHKS Connectedness (Goal 6, Metric 1), Safety Data (Goal 6, Metric 2), Suspension Rate (Goal 6, Metric 3), and Expulsion Rate (Goal 6, Metric 4) to track how well counseling supports unduplicated students. Measuring Effectiveness: Student and Family Feedback: Surveys and interviews will show how well counseling meets their needs. Positive feedback means success. Mental Health Assessments: Regular checks of students' well-being will reveal improvements in social-emotional health. Academic Performance: Monitor grades, attendance, and engagement to see if better mental health leads to better school results. Behavioral Data: Track disciplinary incidents and counseling referrals to assess behavior changes. School Culture: Use climate surveys and participation rates to measure if counseling improves the school environment.

G7A1 Experiential Learning	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often experience educational disruptions and lack access to enriching extracurricular activities. They need opportunities to engage in hands-on, experiential learning that can enhance their educational experience and prepare them for future career and college opportunities. Low-Income Students: Low-income students frequently lack access to additional learning opportunities outside the traditional classroom due to financial constraints. They require support to participate in experiences that broaden their academic and career horizons. English Learners (ELs): English Learners face language barriers and may struggle with traditional learning methods. They need diverse, experiential learning opportunities that can enhance language acquisition and provide practical, real-world applications of their studies.	How the Action is Designed to Address the Identified Needs: Field Trips and College Tours: Providing buses, admissions, and fees for field trips and college tours ensures that all students, including foster youth, low-income students, and English Learners, have access to enriching experiences that can inspire academic and career aspirations. These trips expose students to new environments and learning opportunities that they might not otherwise encounter. Virtual Science Labs and Equipment: Offering virtual science labs and equipment allows students to engage in hands-on science experiments and learning activities, regardless of their physical location. This is particularly beneficial for English Learners and low-income students who may not have access to advanced science resources. Internships, Work Experience, and Volunteer Opportunities: Creating pathways for internships, work experience, and volunteer opportunities provides practical, real-world experiences that prepare students for future careers. These opportunities help foster youth and low-income students develop essential skills and build professional networks. CTE and Career-Related Pathways: Implementing Career and Technical Education (CTE) and career-related pathways offers targeted training in various fields, helping students, especially those from low-income backgrounds, acquire skills that are directly applicable to the workforce. Assemblies and Special Events: Organizing assemblies and special events creates engaging learning experiences that can enhance students' understanding of various subjects and promote a sense of community and belonging. Outdoor Learning and Increased Elective Options: Offering outdoor learning experiences and a variety of elective options provides students with diverse learning environments and the ability to explore their interests. This approach supports the holistic development of foster youth, low-income students, and English Learners. Extended Learning Opportunities: Providing extended learning opportunities, such as after-school programs and summer learning, helps address learning gaps and offers additional time for students to engage in experiential learning activities. In addition, we expect that experiential learning will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use students meeting A-G requirements (Goal 7, Metric 1) and College & Career Readiness (Goal 7, Metric 2) from the CA Dashboard to measure how well this action supports unduplicated students. Measuring Effectiveness: Participation Rates: Track student involvement in field trips, college tours, internships, and other hands-on learning. More participation means better engagement. Student Feedback: Collect surveys and interviews to understand student experiences. Positive feedback shows the activities meet their needs. Academic and Readiness Metrics: Monitor grades, test scores, graduation, college enrollment, and career certification to see how these programs boost academic and career prep. Behavioral Data: Watch attendance and disciplinary incidents. Improved attendance and fewer issues indicate stronger engagement. Achievement Gap: Check if gaps between targeted students and their peers are shrinking, showing progress toward equity.

G8A1 Graduation Pathways	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often face educational disruptions and lack continuity in their schooling, leading to gaps in their academic progress. They need flexible graduation pathways that accommodate their unique circumstances and help them stay on track to graduate. Low-Income Students: Low-income students may struggle with limited access to educational resources, including technology and materials necessary for academic success. They require support that provides equitable access to the tools they need to complete their education. English Learners (ELs): English Learners face language barriers and may require additional instructional support and resources to achieve academic proficiency and stay on the path to graduation. They need tailored graduation pathways that address their language learning needs.	How the Action is Designed to Address the Identified Needs: Comprehensive Needs Assessment: Administering a comprehensive needs assessment allows certificated and administrative staff to identify the specific barriers and challenges faced by foster youth, low-income students, and English Learners. This data-driven approach ensures that the support provided is tailored to the unique needs of each student group. Variety of Graduation Pathway Options: Offering a range of graduation pathways provides flexibility for students to choose the path that best suits their individual circumstances. This includes traditional diploma tracks, alternative education programs, credit recovery options, and more, ensuring that all students have a viable path to graduation. Provision of Materials and Supplies: Ensuring that students have access to necessary materials and supplies, including technology, addresses the resource gap that many low-income students face. This support helps to level the playing field, allowing all students to participate fully in their education. Targeted Support for ELs: Providing specific resources and instructional materials designed for English Learners helps them overcome language barriers and achieve academic success. This might include bilingual resources, language development software, and additional tutoring support. In addition, we expect that graduation pathways will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use its graduation rate (Goal 8 Metric 1) to track how well this action supports foster youth, low-income students, and English Learners. Measuring Effectiveness: Graduation Rates: Monitor graduation rates for these groups. Increases show the support and flexible pathways are working. Needs Assessment Data: Use assessment results to identify barriers addressed and areas of student improvement to refine support. Academic Performance: Track grades, credit accumulation, and test scores to measure academic impact. Student and Family Feedback: Gather surveys and interviews to understand satisfaction and support effectiveness. Technology and Resources: Monitor use of materials and digital tools to see how they aid learning. Behavior and Engagement: Watch attendance, engagement, and behavior changes to assess connection to school and well-being.

G8A2 Social Emotional Support	Unique Identified Needs of the Unduplicated Student Groups: Foster Youth: Foster youth often experience significant trauma and instability, making them more vulnerable to mental health issues and involvement in negative behaviors such as substance abuse and gang activity. They need targeted mental health support and preventive services to address these challenges and support their academic and personal growth. Low-Income Students: Low-income students may face high levels of stress and limited access to mental health services. They are at a greater risk of drug abuse and gang involvement due to socioeconomic pressures. These students require accessible mental health resources and preventative programs to help them maintain focus on their education and build a positive future. English Learners (ELs): English Learners may struggle with cultural adjustment and social integration, increasing their risk for mental health issues and exposure to negative influences. They need culturally sensitive counseling and support services to help them navigate these challenges and stay engaged in their education.	How the Action is Designed to Address the Identified Needs: Social-Emotional Learning Support: Partnering with vendors to provide social-emotional learning (SEL) support helps students develop essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL programs are tailored to address the specific emotional and social challenges faced by foster youth, low-income students, and English Learners. Mental Health Services: Increasing access to mental health services ensures that students can receive professional help for issues such as anxiety, depression, trauma, and stress. This support is crucial for helping students maintain their academic focus and overall well-being. Drug Awareness and Gang Prevention: Implementing drug awareness and gang prevention programs addresses the specific risks faced by low-income students and foster youth. These programs provide education on the dangers of substance abuse and gang involvement and offer alternatives and support for those at risk or already involved. Community Internships: Offering community internships provides students with practical work experience and a sense of purpose, incentivizing them to remain in school. These internships also help build connections with the community, enhance career readiness, and provide a positive and constructive focus for their time and energy. In addition, we expect that social emotional support will help address our red indicator: graduation rate. This will also include grad rates for all students, homeless, socioeconomically disadvantaged and Hispanic groups.	SEEO will use its graduation rate (Goal 8 Metric 1) to measure how well this action supports unduplicated students. Measuring Effectiveness: Student Participation: Track how many students join SEL programs, mental health services, drug awareness, and gang prevention activities. More participation means better engagement. Mental Health and Behavior: Monitor mental health assessments and track behavior like disciplinary incidents, substance use, and gang involvement. Improvements show program success. Academic Performance: Analyze grades, attendance, and graduation rates to see if support leads to better school outcomes. Feedback: Collect surveys and interviews from students and families to understand their experience and satisfaction with the services. Community Internships: Evaluate how many students complete internships, skills gained, and their academic/career progress to measure motivation and success.

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
G4A1 ELD Strategies	Unique Identified Needs of the Unduplicated Student Groups Language Acquisition Support: ELs need systematic, scaffolded English instruction to develop proficiency in listening, speaking, reading, and writing.	A. Targeted Intervention and Instruction Online and In-Person Intervention Classes (Edmentum, Achieve 3000) Provide flexible, leveled, and adaptive ELD instruction to support vocabulary, grammar, reading comprehension, and academic language development.	SEEO's reclassification rate (Goal 4 Metric 3) will be used to monitor the effectiveness of this action to support our unduplicated students. In addition to reclassification rate, to measure the effectiveness of these actions, SEEO will track and analyze the following metrics:

Academic Integration: Many unduplicated students need targeted support to fully access and succeed in core content areas taught in English.

Individualized Learning: Unduplicated students demonstrate diverse language proficiency levels and may need differentiated instruction, especially if they face disrupted or limited prior schooling.

Graduation Support: English Learners are disproportionately affected by low graduation rates.

Writing Clinics and Workshops
Small group and individualized writing support to build foundational and academic writing skills.

B. Use of Adaptive Technology Tools
Software and applications that personalize language learning pathways for students, reinforcing key skills with interactive, accessible tools.

C. Instructional Strategies Embedded in the Curriculum
Project-Based Learning (PBL)
Engages ELs in real-world learning contexts, encouraging the use of language for collaboration and problem-solving.

Document-Based Questions (DBQ) Project
Develops critical reading, writing, and evidence-based reasoning aligned with academic language expectations.

School-Wide Writing Program Implementation
Ensures that all students, including ELs, receive consistent instruction in writing across subject areas.

D. Monitoring and Feedback Systems
EL Monitoring
Ongoing data collection (performance, observations, assessments) used to adjust instruction and provide timely interventions.

Language Proficiency Assessments:

Standardized Test Scores: Monitoring improvements in scores on standardized language proficiency tests to assess language development.

Academic Performance:

Grades and Course Completion: Tracking EL s' grades and course completion rates to evaluate their academic integration and success.
Performance in Intervention Classes: Measuring student progress in online and in-person intervention classes through assessments and completion rates.
Writing Development:

Writing Samples: Analyzing student writing samples to assess improvements in writing skills, including organization, coherence, and use of language.
Participation in Writing Clinics and Workshops: Tracking attendance and participation in writing clinics and workshops to ensure ELs are accessing additional support.
Engagement and Participation:

PBL and DBQ Projects: Evaluating student engagement and performance in PBL and DBQ projects through project outcomes and teacher assessments.
Technology Usage: Monitoring the usage and effectiveness of technology tools and adaptive software in supporting language acquisition.
EL Monitoring Data:

Progress Reports: Regularly reviewing EL monitoring data to identify trends, strengths, and areas for improvement in language acquisition.
Feedback from Teachers and Students: Collecting qualitative feedback from teachers and ELs about the effectiveness of the strategies and tools used.
These metrics will provide a comprehensive view of how the strategies and tools are

			improving language acquisition and overall academic outcomes for ELs, allowing SEEO to make data-driven decisions and continuous improvements to better support these students.

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.

G4A1 – ELD Digital Platform (Contributing Action)
As part of SEEO's 26.58% Increased or Improved Services requirement, G4A1 supports English Learners through the adoption of a new ELD digital platform. This action is principally directed to ELs and represents an improvement in the quality of services by providing adaptive, targeted language instruction beyond the base program. Although funding is still being finalized, the action is included in the Contributing Summary Table based on its exclusive benefit to unduplicated students and its alignment with SEEO's goals to improve language acquisition and reclassification rates.

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.

SEEO plans to allocate 15% of the LCFF concentration grant add-on funding to hire a Math and an English teachers. These educators will provide direct services to support English learners, foster youth, and low-income students, with the goal of closing the achievement gap in mathematics and English.

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	
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

2025-2026 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 %)
2025-2026	$13,258,002.00	$3,524,044.00	26.58%	0.00%	26.58%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$5,621,767.00	$593,930.00	$0.00	$129,584.00	$6,345,281.00	$1,811,832.00	$4,533,449.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Credentialing Staff	All	No				3 Years	$776,936	$0	$776,936	$0	$0	$0	$776,936	0.00%
1	2	Intake Process	All	No				3 Years	$0	$3,904	$3,904	$0	$0	$0	$3,904	0.00%
1	3	SEEO Expansions	Foster Youth, Low Income, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$2,035,000	$2,035,000	$0	$0	$0	$2,035,000	0.00%
1	4	Technology	All	No				3 Years	$161,544	$117,763	$279,307	$0	$0	$0	$279,307	0.00%
1	5	Clean and Safe Environment	All	No				3 Years	$0	$20,000	$20,000	$0	$0	$0	$20,000	0.00%
2	1	Diagnostics, Interventions, and Personalized Coursework	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%

2	2	Independent Study, Caseload Management and Alternative Education	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
2	3	Program Proposals and Evaluations	All	No				3 Years	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
3	1	Parent Engagement	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$23,595	$23,595	$0	$0	$0	$23,595	0.00%
3	2	Online Tools for Data Gathering	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$55,116	$55,116	$0	$0	$0	$55,116	0.00%
3	3	Stakeholder Input	All	No				3 Years	$0	$2,183	$2,183	$0	$0	$0	$2,183	0.00%
4	1	ELD Strategies	Low Income, Foster Youth, English learner (EL)	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$11,615	$11,615	$0	$0	$0	$11,615	0.00%
4	2	Rich Learning Environment	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$123,128	$75,139	$55,515	$123,128	$0	$19,624	$198,267	0.00%
4	3	Guidance	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%

4	4	Monitoring Student Progress	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$5,847	$5,847	$0	$0	$0	$5,847	0.00%
4	5	Academic Interventions	All	No				3 Years	$23,388	$80,661	$104,049	$0	$0	$0	$104,049	0.00%
5	1	Independent Study Law Training	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$0	$1,987	$1,987	$0	$0	$0	$1,987	0.00%
5	2	Training for Data Analysis	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, , Specific Schools, , All Schools	3 Years	$6,355	$93,496	$99,851	$0	$0	$0	$99,851	0.00%
5	3	Attendance Monitoring	All	No				3 Years	$0	$12,968	$12,968	$0	$0	$0	$12,968	0.00%
5	4	Time for Collaboration and Planning	All	No				3 Years	$0	$0	$0	$0	$0	$0	$0	0.00%
5	5	Student Options/Pathways	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$83,212	$37,999	$45,213	$0	$0	$83,212	0.00%
6	1	Social Emotional Health	Homeless, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	3 Years	$504,302	$0	$504,302	$0	$0	$0	$504,302	0.00%
6	2	Enrichment Activities	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$11,615	$11,615	$0	$0	$0	$11,615	0.00%

6	3	Counselor	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$169,257	$0	$169,257	$0	$0	$0	$169,257	0.00%
6	4	Student Leadership	All	No				3 Years	$4,717	$0	$4,717	$0	$0	$0	$4,717	0.00%
6	5	Enrichment Activities	All	No				3 Years	$369	$881,500	$881,869	$0	$0	$0	$881,869	0.00%
7	1	Experiential Learning	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$161,061	$161,061	$0	$0	$0	$161,061	0.00%
7	2	Expanded Learning Opportunities	All	No				3 Years	$0	$38,224	$0	$38,224	$0	$0	$38,224	0.00%
8	1	Graduation Pathways	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$41,836	$283,106	$259,082	$0	$0	$65,860	$324,942	0.00%
8	2	Social Emotional Support	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	3 Years	$0	$113,092	$68,992	$0	$0	$44,100	$113,092	0.00%
8	3	Learning Recovery Emergency Block Grant		No					$0	$387,365	$0	$387,365	$0	$0	$387,365	0.00%

2025-2026 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
$13,258,002.00	$3,524,044.00	26.58%	0.00% - No Carryover	26.58%	$3,525,834.00	0.00%	26.59%	**Total:**	$3,525,834.00
								LEA-wide Total:	
								Limited Total:	$11,615.00
								Schoolwide Total:	$3,514,219.00

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	3	SEEO Expansions	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,035,000.00	0.00%
2	1	Diagnostics, Interventions, and Personalized Coursework	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$5,000.00	0.00%
2	2	Independent Study, Caseload Management and Alternative Education	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,000.00	0.00%
3	1	Parent Engagement	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$23,595.00	0.00%
3	2	Online Tools for Data Gathering	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$55,116.00	0.00%

4	1	ELD Strategies	Yes	Limited	Low Income, Foster Youth, English learner (EL)	All Schools	$11,615.00	0.00%
4	2	Rich Learning Environment	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$55,515.00	0.00%
4	3	Guidance	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$10,000.00	0.00%
4	4	Monitoring Student Progress	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$5,847.00	0.00%
5	1	Independent Study Law Training	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,987.00	0.00%
5	2	Training for Data Analysis	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, , Specific Schools, , All Schools	$99,851.00	0.00%
5	5	Student Options/Pathways	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$37,999.00	0.00%
6	1	Social Emotional Health	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	$504,302.00	0.00%
6	2	Enrichment Activities	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$11,615.00	0.00%
6	3	Counselor	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$169,257.00	0.00%
7	1	Experiential Learning	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$161,061.00	0.00%
8	1	Graduation Pathways	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$259,082.00	0.00%
8	2	Social Emotional Support	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	All Schools	$68,992.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$5,767,579.00	$5,250,252.90

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	Credentialing Staff	No	$795,042.00	$818,113.19

1	2	Intake Process	No	$3,904.00	$1,741.40
1	3	SEEO Expansions	Yes	$1,500,000.00	$1,685,129.58
1	4	Technology	No	$300,728.00	$294,110.04
1	5	Clean and Safe Environment	No	$34,659.00	$21,060.00
2	1	Diagnostics, Interventions, and Personalized Coursework	Yes	$5,000.00	$0.00
2	2	Independent Study, Caseload Management and Alternative Education	Yes	$16,436.00	$0.00
2	3	Program Proposals and Evaluations	No	$12,314.00	$0.00
3	1	Parent Engagement	Yes	$23,595.00	$14,794.65
3	2	Online Tools for Data Gathering	Yes	$55,116.00	$2,524.04
3	3	Stakeholder Input	No	$2,125.00	$2,298.65
4	1	ELD Strategies	Yes	$11,615.00	$6,394.16
4	2	Rich Learning Environment	Yes	$136,614.00	$208,774.71
4	3	Guidance	Yes	$10,000.00	$9,477.00
4	4	Monitoring Student Progress	Yes	$5,377.00	$5,902.36
4	5	Academic Interventions	No	$200,000.00	$109,563.35
5	1	Independent Study Law Training	Yes	$1,987.00	$0.00
5	2	Training for Data Analysis	Yes	$99,851.00	$6,691.55
5	3	Attendance Monitoring	No	$7,079.00	$13,654.94
5	4	Time for Collaboration and Planning	No	$0.00	$0.00
5	5	Student Options/Pathways	Yes	$40,711.00	$87,621.54
6	1	Social Emotional Health	Yes	$504,302.00	$439,366.74
6	2	Enrichment Activities	Yes	$11,615.00	$2,730.51
6	3	Counselor	Yes	$170,431.00	$178,227.12
6	4	Student Leadership	No	$5,000.00	$4,966.65
6	5	Enrichment Activities	No	$1,000,000.00	$928,608.54
7	1	Experiential Learning	Yes	$161,061.00	$0.00
7	2	Expanded Learning Opportunities	No	$38,224.00	$0.00

8	1	Graduation Pathways	Yes	$501,701.00	$342,163.18
8	2	Social Emotional Support	Yes	$113,092.00	$66,339.00

2024-2025 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)
	$3,222,712.00	$3,056,136.14	$166,575.86	0.00%	0.00%	0.00% - 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	3	SEEO Expansions	Yes	$1,500,000.00	$1,685,129.58	0.00%	0.00%
2	1	Diagnostics, Interventions, and Personalized Coursework	Yes	$5,000.00	$0.00	0.00%	0.00%
2	2	Independent Study, Caseload Management and Alternative Education	Yes	$16,436.00	$0.00	0.00%	0.00%
3	1	Parent Engagement	Yes	$23,595.00	$14,794.65	0.00%	0.00%
3	2	Online Tools for Data Gathering	Yes	$55,116.00	$2,524.04	0.00%	0.00%
4	1	ELD Strategies	Yes	$11,615.00	$6,394.16	0.00%	0.00%
4	2	Rich Learning Environment	Yes	$136,614.00	$208,774.71	0.00%	0.00%
4	3	Guidance	Yes	$10,000.00	$9,477.00	0.00%	0.00%
4	4	Monitoring Student Progress	Yes	$5,377.00	$5,902.36	0.00%	0.00%
5	1	Independent Study Law Training	Yes	$1,987.00	$0.00	0.00%	0.00%
5	2	Training for Data Analysis	Yes	$99,851.00	$6,691.55	0.00%	0.00%
5	5	Student Options/Pathways	Yes	$40,711.00	$87,621.54	0.00%	0.00%
6	1	Social Emotional Health	Yes	$504,302.00	$439,366.74	0.00%	0.00%
6	2	Enrichment Activities	Yes	$11,615.00	$2,730.51	0.00%	0.00%
6	3	Counselor	Yes	$170,431.00	$178,227.12	0.00%	0.00%
7	1	Experiential Learning	Yes	$161,061.00	$0.00	0.00%	0.00%
8	1	Graduation Pathways	Yes	$469,001.00	$342,163.18	0.00%	0.00%
8	2	Social Emotional Support	Yes	$0.00	$66,339.00	0.00%	0.00%

2024-2025 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
		0.00%	0.00%	$3,056,136.14	0.00%	0.00%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$35,548.00	$0.00	$0.00	$0.00	$94,036.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Credentialing Staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$776,936.00
1	2	Intake Process	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,904.00
1	3	SEEO Expansions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,035,000.00
1	4	Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$279,307.00
1	5	Clean and Safe Environment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
2	1	Diagnostics, Interventions, and Personalized Coursework	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00
2	2	Independent Study, Caseload Management and Alternative Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
2	3	Program Proposals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00

		and Evaluations							
3	1	Parent Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$23,595.00
3	2	Online Tools for Data Gathering	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$55,116.00
3	3	Stakeholder Input	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,183.00
4	1	ELD Strategies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,615.00
4	2	Rich Learning Environment	$11,524.00	$0.00	$0.00	$0.00	$8,100.00	$0.00	$198,267.00
4	3	Guidance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
4	4	Monitoring Student Progress	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,847.00
4	5	Academic Interventions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$104,049.00
5	1	Independent Study Law Training	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,987.00
5	2	Training for Data Analysis	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$99,851.00
5	3	Attendance Monitoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,968.00
5	4	Time for Collaboration and Planning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5	5	Student Options/Pathways	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$83,212.00
6	1	Social Emotional Health	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$504,302.00
6	2	Enrichment Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,615.00
6	3	Counselor	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$169,257.00
6	4	Student Leadership	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,717.00
6	5	Enrichment Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$881,869.00
7	1	Experiential Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$161,061.00
7	2	Expanded Learning Opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$38,224.00
8	1	Graduation Pathways	$24,024.00	$0.00	$0.00	$0.00	$41,836.00	$0.00	$324,942.00
8	2	Social Emotional Support	$0.00	$0.00	$0.00	$0.00	$44,100.00	$0.00	$113,092.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

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

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

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

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

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

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

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

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

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

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

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

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

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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