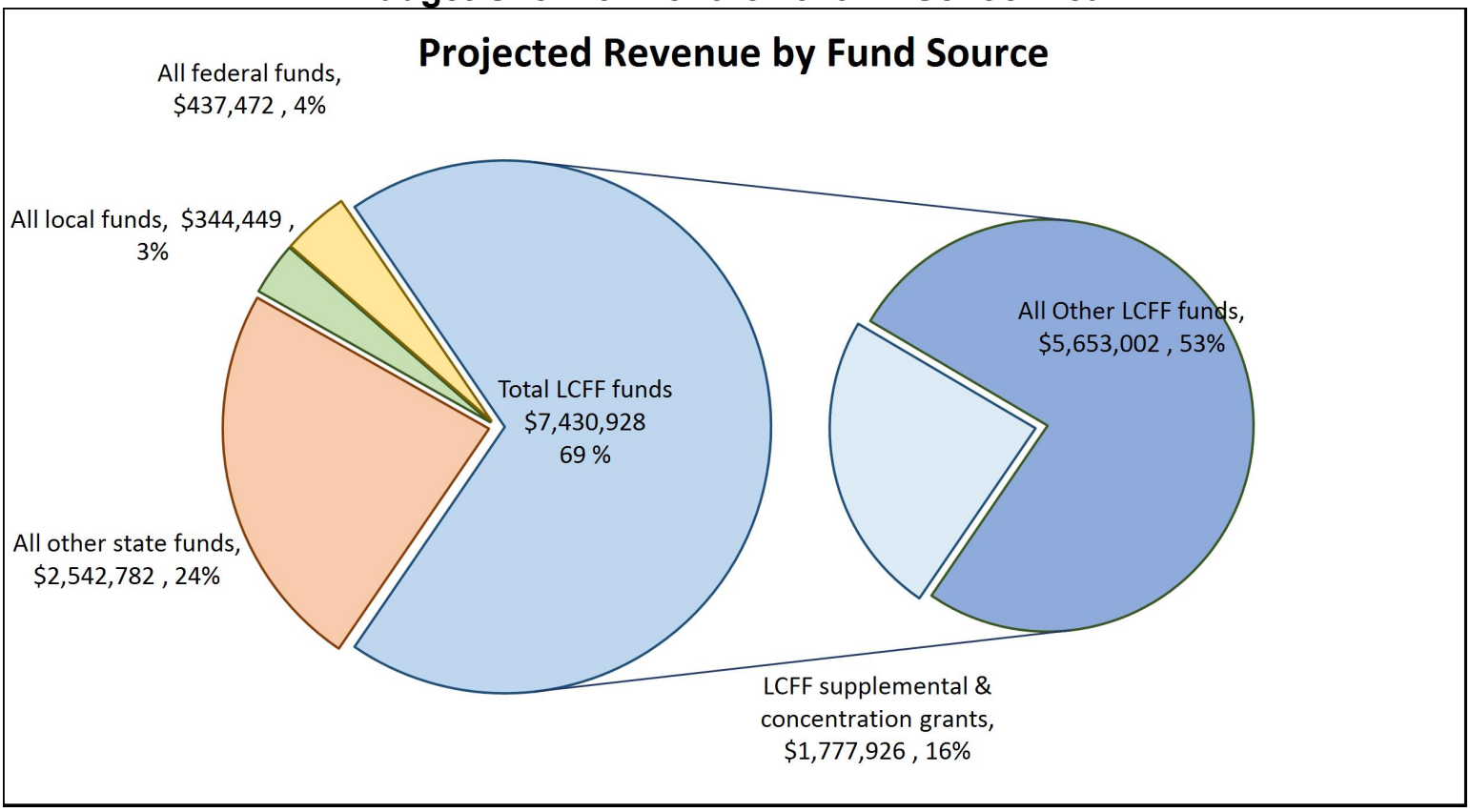
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ceiba College Preparatory Academy
CDS Code: 44 69799 0117804
School Year: 2026-27
LEA contact information:
Josh Ripp
Head of School
josh.ripp@ceibaprep.org
831.740.8786

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 2026-27 School Year

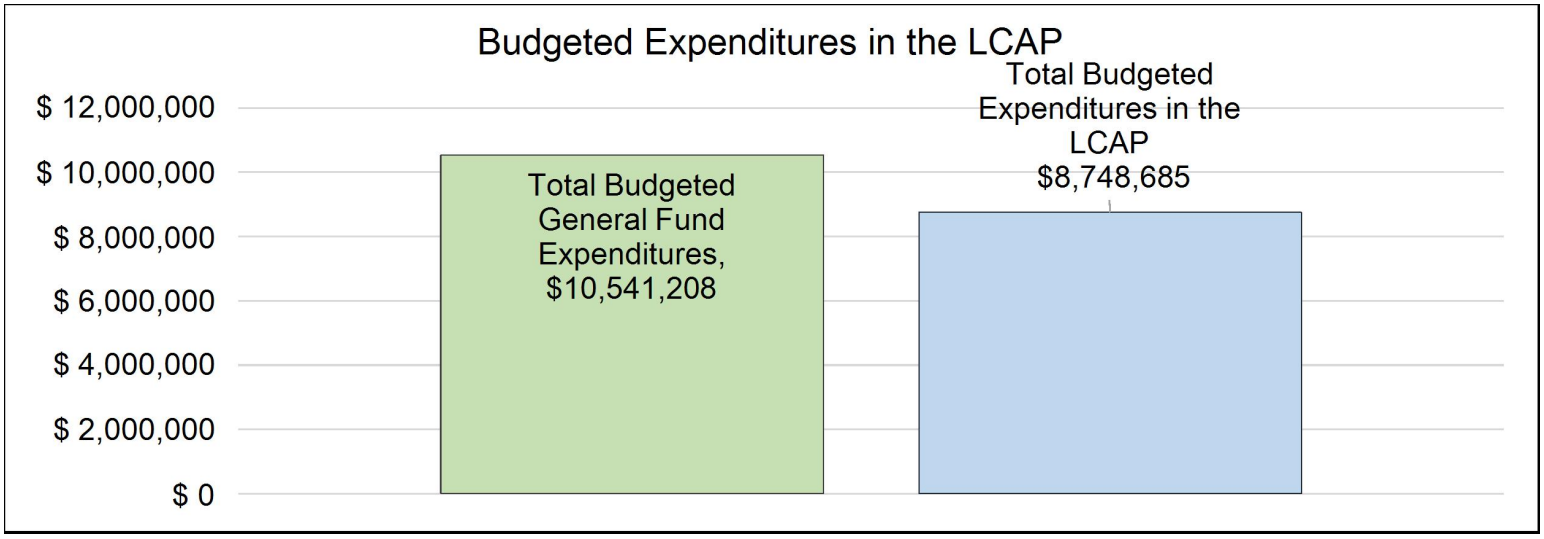


This chart shows the total general purpose revenue Ceiba College Preparatory Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ceiba College Preparatory Academy is $10,755,631, of which $7,430,928 is Local Control Funding Formula (LCFF), $2,542,782 is other state funds, $344,449 is local funds, and $437,472 is federal funds. Of the $7,430,928 in LCFF Funds, $1,777,926 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 Ceiba College Preparatory Academy plans to spend for 2026-27. 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: Ceiba College Preparatory Academy plans to spend $10,541,208 for the 2026-27 school year. Of that amount, $8,748,685 is tied to actions/services in the LCAP and $1,792,523 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures for the 2026-27 school year that are not included in the LCAP are general liability insurance, oversight fees to the chartering authority, legal fees, and other operational costs.

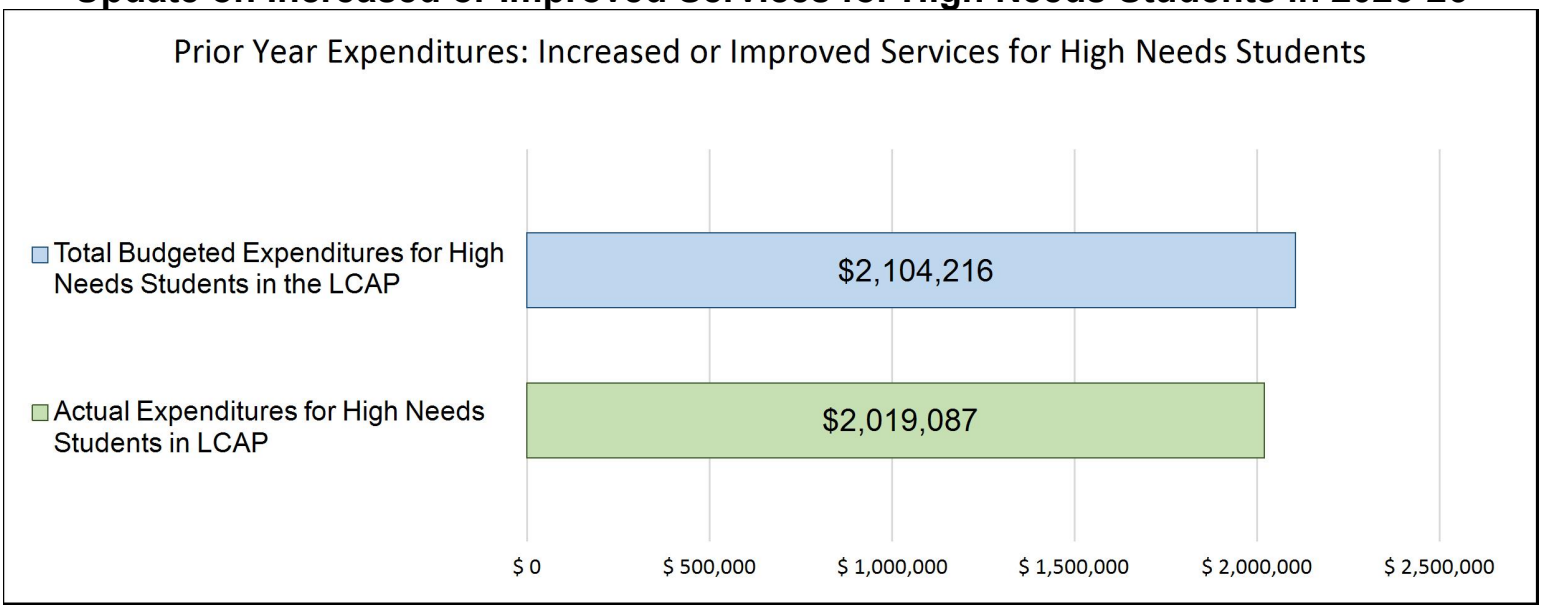
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ceiba College Preparatory Academy is projecting it will receive $1,777,926 based on the enrollment of foster youth, English learner, and low-income students. Ceiba College Preparatory Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Ceiba College Preparatory Academy plans to spend $1,736,116 towards meeting this requirement, as described in the LCAP.

Ceiba will meet its requirement to improve services for high needs students by providing additional supplemental staff, after-school program staff, summer school and intersession staff, academic interventions, and staff support for college attendance, parent involvement, parent workshops, extracurricular activities, and social emotional well-being. These additional actions provide increased support for ELs, SED students, foster youth, and homeless youth beyond the services provided to all students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Ceiba College Preparatory Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ceiba College Preparatory Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Ceiba College Preparatory Academy's LCAP budgeted $2,104,216 for planned actions to increase or improve services for high needs students. Ceiba College Preparatory Academy actually spent $2,019,087 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $85,129 had the following impact on Ceiba College Preparatory Academy’s ability to increase or improve services for high needs students:

The difference did not materially impact Ceiba’s overall ability to increase or improve services for high needs students in 2025-26. Ceiba continued to provide supplemental staffing, counseling, intervention supports, EL supports, academic assessments, and academic interventions for high needs students. Any lower actual expenditures were primarily due to implementation adjustments, reduced costs, or participation levels, rather than a reduction in the intended level of service. Ceiba maintained its focus on improving outcomes for ELs, SED students, foster youth, and homeless youth through targeted academic, social emotional, and engagement supports.

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
Ceiba College Preparatory Academy	Josh Ripp Head of School	josh.ripp@ceibaprep.org 831.740.8786

Plan Summary [2026-27]

General Information

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

Ceiba Public Schools, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, operates Ceiba College Preparatory Academy ("Ceiba"), authorized by Pajaro Valley Unified School District. Ceiba serves 501 students in grades 6–12 in Watsonville, CA, and is committed to providing a high-quality, rigorous educational program that ensures college readiness for historically disadvantaged students.

Ceiba's personalized college-readiness program prepares graduates to complete the A-G course sequence required for University of California and California State University eligibility, and to persist through college graduation. Every student at Ceiba has access to a high-quality school that meets their individual needs, and every student who seeks college receives the opportunity and support to succeed there.

Mission
Ceiba's mission is to prepare students in the Watsonville area to graduate from four-year colleges.

Vision
Ceiba seeks to foster a supportive community where personalized attention helps learners grow academically and develop as critical thinkers, effective communicators, and dedicated leaders.

Ceiba is a diverse, 21st-century school. Based on 2024-25 enrollment data reported in the 2025 California School Dashboard, student groups are distributed as follows: 78.2% socioeconomically disadvantaged (SED) or low-income (LI); 32.5% English Learners (ELs); 59.4% Reclassified Fluent English Proficient (RFEP); 9% Students with Disabilities (SWD); 0.0% foster youth; and 11.2% homeless students. By

race and ethnicity: 96.8% Latino, 2.2% White, 0.4% Filipino, 0.4% two or more races, and 0.2% Black or African American. Supplemental and concentration grant funds from the Local Control Funding Formula (LCFF) target ELs, SED/LI students, and foster youth. EL and SED students are significant subgroups; Ceiba also maintains specific actions for foster youth to ensure equal access to its college-preparatory program.

Ceiba is not eligible to be an Equity Multiplier School.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Ceiba which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals:
GOAL 1: Student Achievement: All Ceiba students are academically successful.
GOAL 2: College Readiness: All Ceiba students are prepared for college.
GOAL 3: Parent/Guardian Engagement: Parents/guardians are engaged as partners through education, communication, and collaboration to ensure all Ceiba students are college and career ready.
GOAL 4: Student Engagement: All Ceiba students will learn in a safe, welcoming, and inclusive environment where students are engaged in their own learning and the school community.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the School Site Council ("SSC") and District English Learner Advisory Committee ("DELAC"). SSC and DELAC will meet a minimum of four times per year to inform the process. Parents, guardians, classified staff, certificated staff and an administrator will make up the SSC. The number of parents will exceed or be equal to the number of total staff members. The SSC and DELAC will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Ceiba based on student achievement data to include SBAC, ELPAC, and interim assessment data such as, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Latino students, HY, ELs, SWD, and SED students. The student data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all students, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2025 California State Dashboard ("Dashboard") only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Ceiba remains committed to developing a broad goal to improve the academic achievement of all students but to also focus specifically to improve the academic achievement of its significant subgroups of Latino students, ELs, LTELs SWD, HY, and SED students because there has been a performance gap with these significant subgroups. The steps that will be taken to address these areas of achievement in the goals, actions, and services. Ceiba engages in progress monitoring and will build upon the growth of the students and continue to focus on achievement through Advancement Via Individual Determination ("AVID") and Writing, Inquiry, Collaboration, Organization, and Reading ("WICOR") strategies. Ceiba continues to embed and strengthen these strategies across all classrooms.

ELA Performance
Ceiba's overall ELA performance on the 2025 Dashboard in English Language Arts was at the "Low" level, with students averaging 28.4 points below the standard ("DFS"). Subgroup results were mixed: LTELs improved by 10.4 points (now 78.5 below standard), while ELs declined 2.3 points (67.3 below standard), Latino students declined 3.8 points (31.2 below standard), SED students declined 11 points (39.1 below standard), and SWD students declined 22.9 points (136.4 below standard). Ceiba will intensify ELA supports for all students, with particular urgency for SED, SWD, and EL subgroups.

Math Performance
Math performance improved substantially, rising from "Low" in 2023 to "Medium" on the 2025 Dashboard. Students now score 34.9 points below standard, representing an 18.5-point gain over the prior year and a 36.2-point improvement from the 2022-23 baseline. All measured subgroups improved: Latino students gained 35.7 points, SED students gained 34.2 points, SWD students gained 42.3 points, and ELs gained 37.4 points. Ceiba will continue targeted interventions to sustain this momentum and close remaining gaps.

English Language Progress Indicator
Ceiba's English Learner Progress Indicator (ELPI) has improved in each of the past three years as demonstrated on the Dashboard. Performance was rated "Very Low" in 2023 (40.9% of ELs making progress), rose to "High" in 2024 (45.6% of ELs; 47.3% of LTELs), and reached "Very High" in 2025 (55.8% of ELs; 59.7% of LTELs). Ceiba's 2025 rate exceeds the state average of 46.4% by 9.4 percentage points. This multi-year trajectory reflects the school's sustained investment in designated and integrated ELD instruction.

Graduation Rate
The 2025 Dashboard rated the overall graduation rate was 100% graduated, earning a "Very High" performance level. This demonstrates an increase of 8.2% from the prior year. Ceiba's graduation rate exceeds the state overall and holds across all significant subgroups. Ceiba is meeting the core promise of its college-preparatory mission.

College/Career Readiness Indicator

According to the 2025 California Dashboard, the overall college/career readiness indicator was "Very High" with 79.6% prepared which demonstrates an increase of 22.3%. Ceiba's students are more prepared than the State overall (51.7%) and for all significant subgroups. 79.6% of Latino students were prepared, 78% of SED students were prepared, ELs were 71.4% prepared, LTELs were 71.4% prepared. Ceiba will sustain these gains through continued support for AP coursework, concurrent enrollment, and college application assistance.

Suspension Rate
Ceiba's overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day as determined by the 2025 Dashboard. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. The one area of concern is SWD, whose rate increased to 5.9%. Ceiba is implementing targeted alternatives to suspension for students with disabilities, including restorative practices and co-teaching supports, and will monitor SWD suspension rates closely in 2026-27.

Chronic Absenteeism Rate
For grades 6-8 only, the 2025 Dashboard indicates that Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. Continued focus on attendance interventions and support systems is critical to sustaining improvement. Ceiba will sustain improvement through attendance incentives, parent outreach, attendance contracts, and a tiered system for identifying and supporting chronically absent students.

Local Indicators
Ceiba Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

LREBG Funds
For 2025–26, Ceiba received $40,003 in Learning Recovery Emergency Block Grant ("LREBG") funds and used them to support Goal 1, Actions 1 and 2 covering staffing costs from prior years (FY 2023–24 and FY 2024–25). The partially funded positions included teachers, paraprofessionals, substitutes, the Vice Principal, Director of Parent Engagement, Director of School Culture, and Social-Emotional Counselor. These uses align with allowable LREBG expenditures by supporting access to instruction, learning recovery, student engagement, and student well-being. Teachers and paraprofessionals provided continuity of instruction and targeted intervention; leadership and counseling roles strengthened school climate, family engagement, behavior supports, and mental health services. Ceiba’s needs assessment identified priorities in unfinished learning, academic and behavioral intervention, attendance, engagement, and social-emotional support, and these funded positions directly addressed those needs by creating stable learning environments, improving access to supports, and accelerating student learning recovery and overall student outcomes.

Federal Funding
Ceiba utilized federal Title funding in alignment with educational partner feedback to strengthen academic intervention, college preparedness, parent engagement, communication, professional development, social emotional well-being, and support for English Learners. Title I and Title IV funds were used to support intervention services, the Parent Engagement Coordinator, and the Director of Parent Engagement. These funds supported Goal 2, Action 1, College Preparedness, by expanding student access to academic guidance, college

readiness supports, and intervention opportunities. Title I and Title IV funds also supported Goal 3, Action 1, Parent Involvement, Goal 3, Action 2, Home to School Communications, and Goal 3, Action 3, Parent Workshops, by strengthening family engagement systems, improving communication with families, and providing workshops aligned to student and family needs. Title II funds were used to support Goal 4, Action 2, Social Emotional Well-Being, through professional development for staff. This professional development helped strengthen staff capacity to support student well-being, school climate, and responsive practices that address the academic, social, and emotional needs of students. Title III funds were used to support Goal 1, Action 3, Support for English Learners, by providing targeted services and resources for ELs, including language development, academic support, and staff capacity building to better meet the needs of multilingual students.

Expanding Learning Opportunities Program
ELOP funds were used to support Goal 1, Action 6, Academic Interventions, by expanding learning opportunities beyond the regular instructional day and providing additional academic support for students. These funds helped Ceiba respond to educational partner feedback by increasing access to targeted intervention, enrichment, and extended learning supports that promote student success.

Reflections: Technical Assistance

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

Ceiba has been classified in the Middle Performance Category for Charter Schools across the State by the CDE.

ESSA Assistance Status
Ceiba has "No Status" (highest level) for ESSA due to the overall high student performance especially in the areas of ELA and Math performance and graduation rate.

LCFF Charter School Assistance Status
Ceiba is in General Assistance (highest level) based on the improvement of 2025 Dashboard. The LTEL subgroup was exited from Differentiated Assistance in 2024 to General Assistance in 2025 because the LTELs scored "Very Low" in ELA Performance in 2024 to "Low" in 2025 and "Low" in Mathematics Performance in 2024 to "Medium" in 2025. LTELs increased in ELA by increasing 10.4 points and in Mathematics by increasing 13.6 points. LTELs scored "Very High" in 2024 to "Low" in 2025 in Suspension Rate. Ceiba acknowledges the ongoing need for targeted interventions supporting ELs and LTELs in ELA and Math and appreciates the collaborative work of the Ceiba team and SCCOE representatives in building sustainable, systemic improvements for the English Learner population.

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.

Ceiba College Preparatory Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Support for Identified Schools

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

Ceiba College Preparatory Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Ceiba College Preparatory Academy is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2024 and 2025 CA Dashboards.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators and other school personnel	The LCAP was consistently monitored throughout the 2025-26 academic year. Weekly dedicated time for professional development, including grade level collaboration, schoolwide meetings, and committee work, allowed teachers to analyze State performance data and Renaissance STAR assessment results to identify areas for improvement and determine supports for various student groups. Teachers and administrators reflected on the effectiveness of the implementation of actions and services and provided feedback to inform development of the 2026-27 LCAP. 4/28/26 In addition, the annual LCAP Survey was administered starting 4/27/26 to gather teacher feedback regarding the LCAP goals, actions, services, professional development needs, school culture and climate, and the overall academic program. Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings. 4/10/26
Parents/Guardians	Parents/Guardians had multiple opportunities to engage in the development of the LCAP through bimonthly SSC/DELAC meetings 8/25/25, 9/17/25, 10/15/25, 11/19/25, 2/18/26, 4/15/26. In addition, the annual LCAP Survey (Youth Truth Survey) was administered October 28-31, 2025 and March 5-25, 2026 to gather parent/guardian feedback regarding the LCAP goals, actions, services, and overall satisfaction with the Charter School’s educational program.
Students	Students participated in the annual LCAP survey administered October 28-31, 2025 and March 5-25, 2026 to provide feedback regarding school safety, connectedness, engagement, and overall

Educational Partner(s)	Process for Engagement
	satisfaction with the educational program. Student feedback informed the development of the LCAP goals, actions, and services.
Local Bargaining Unit	Ceiba does not have a local bargaining unit.
School Site Council	LCAP was presented to the School Site Council/District English Learner Advisory Committee meetings 8/25/25, 9/17/25, 10/15/25, 11/19/25, 2/18/26, 4/15/26 in accordance with Education Code Section 52062(a)(1). The Head of School responded to all comments in writing.
District English Learner Advisory Committee	LCAP was presented to the School Site Council/District English Learner Advisory Committee meetings 8/25/25, 9/17/25, 10/15/25, 11/19/25, 2/18/26, 4/15/26 in accordance with Education Code Section 52062(a)(1). The Head of School responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/27/26 The Head of School responded to all comments in writing.
SELPA	Ceiba consulted with its SELPA on 5/22/26 to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5).
Public Comment Period	6/9/26-6/9/26 was the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3). The Head of School responded to all comments in writing.
Public Hearing of the LCAP by the Board of Directors	Ceiba held at least one public hearing on 6/9/26 with the Board in accordance with Education Code section 52062(b)(1). The Head of School responded to all comments in writing.
Adoption of the LCAP and the Budget by the Board of Directors	The Budget Overview for Parents, Goal Analysis, Ceiba Budget, and LCAP were adopted by the Board on 6/9/26 in accordance with Education Code section 52062(b)(2).
Review of the Local Indicators by the Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board on 6/9/26 in accordance with Education Code section 52062(b)(2).

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

The adopted LCAP was directly influenced by feedback from educational partners, including teachers, staff, administration, parents/guardians, students, and the SELPA. This feedback helped shape the four LCAP goals and ensured that actions are aligned to student achievement, college readiness, parent/guardian engagement, student engagement, school climate, and social emotional well-being. The actions include supports for Latino students, ELs, LTELs, HY, SWD, and SED students. Contributing actions include targeted support for ELs, LTELs, FY, and SED students.

Educational partners affirmed Ceiba's strengths, including its vibrant Charter School culture, college-going mindset, motivated students, and strong graduation outcomes. Teachers, staff, and administration identified continued priorities, including improving attendance and reducing chronic absenteeism, strengthening ELA performance for all students and significant student groups, increasing academic and behavioral accountability in grades 9 and 10, improving staff retention, upgrading facilities, increasing communication, and deepening implementation of AVID and WICOR strategies. In response, the LCAP includes continued professional development focused on higher-order thinking through questioning, assignments, assessments, and consistent instructional practices.

Parent/guardian feedback emphasized the importance of AVID strategy workshops, College Knowledge sessions, social media safety workshops, teacher retention, improved student behavior, stronger attendance, and increased participation in advisory councils. These priorities are reflected in Goal 3 through expanded parent/guardian engagement opportunities and improved communication systems.

Goal 2, focused on college readiness, was shaped by educational partner feedback affirming Ceiba's strong college-going culture, motivated student mindset, and strong graduation outcomes. In response, the LCAP continues and strengthens actions that support college and career readiness, including AVID implementation, WICOR strategies, College Knowledge sessions, academic accountability, and preparation for postsecondary success. Feedback regarding the need for stronger student ownership of academic outcomes, increased recognition of academic achievement, and deeper implementation of AVID strategies is reflected in Goal 2 through actions that promote rigorous instruction, college readiness systems, and a clear pathway for all students, including Hispanic students, ELs, LTELs, HY, SWD, and SED students, to graduate prepared for college and career opportunities.

Student feedback focused on strengthening Charter School culture through a holistic plan to address racist and homophobic language, clearer and more consistent consequences for classroom, campus, and field trip behavior, greater recognition of academic achievement, and increased student ownership of learning outcomes. These priorities are reflected in Goal 4 through actions focused on student engagement, behavior, school climate, social emotional well-being, student voice, and consistent implementation of WICOR strategies.

SELPA feedback also directly informed the LCAP, particularly in relation to SWD. The SELPA noted that the draft was thoughtful, data-aware, and appropriately reflective regarding areas of strength and continued focus for SWD. SELPA feedback affirmed the explicit inclusion of SWD in academic performance, school climate, and intervention planning, while recommending strengthened language around prevention and alternatives to suspension. In response, the LCAP includes continued emphasis on restorative approaches, re-entry meetings, counseling and check-in systems, staff de-escalation training, and FBA/BIP review processes when appropriate.

The SELPA also affirmed Ceiba's literacy intervention planning, including Barton/Orton-Gillingham approaches and Read Naturally, while recommending continued attention to implementation fidelity, progress monitoring, and alignment between interventions and assessed student skill deficits. This feedback is reflected in Goal 1 through strengthened academic intervention, ELD supports, and specially designed

instruction for SWD. The SELPA further recommended that specially designed instruction remain driven by credentialed special education staff, in addition to paraeducator push-in support, and that references to teacher evaluations be framed around inclusive instructional practices, differentiation, accommodations/modifications, and support for diverse learners. These recommendations were incorporated to clarify Ceiba's broader system for supporting SWD access, outcomes, intervention, and inclusion while maintaining the IEP as the individualized mechanism for delivery of FAPE.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement: All Ceiba students are academically successful.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

As a public charter school with a college-preparatory mission, Ceiba's academic success depends on placing highly qualified, well-supported teachers in every classroom. This goal ensures that all students are taught in alignment with California content standards by educators who receive ongoing professional development calibrated to student need. The goal is especially critical for Ceiba's significant subgroups Latino students, ELs, LTELs, SWD, HY, and SED students whose achievement gaps require differentiated instruction, targeted intervention, and sustained systemic support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed teachers (includes both misassignments and vacancies)	30.9 FTE 72.8% Clear 5.4% Out-of-Field 0.0% Intern 21.8% Ineffective Data Year: 2021-22 Data Source: DataQuest	31.0 FTE 82% Clear 2.8% Out-of-Field 0.0% Intern 15.2% Ineffective Data Year: 2022-23 Data Source: DataQuest	28.0 FTE 82.8% Clear 3.1% Out-of-Field 0.0% Intern 14.2% Ineffective Data Year: 2023-24 Data Source: DataQuest	31.0 FTE 80% Clear 0% Out-of-Field 5% Intern 20% Ineffective Data Year: 2024-25 Data Source: DataQuest	Not Met - FTE Met - Clear Not Met - Out-of-Field N/A Intern Nearly Met - Ineffective
1.2	SBAC ELA Distance from Standard	2023 ELA DFS "Low"	2024 ELA DFS "Low"	2025 ELA DFS "Low"	2026 ELA DFS "Medium"	Did Not Meet Annual Target of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: -27.4 EL: -65 LTEL: Too Few HY: -9.9 Latino: -27.4 SED: -28.1 SWD: -113.5 Data Year: 2022-23 Data Source: Dashboard 2023	All: -28.4 EL: -73.7 LTEL: -88.9 HY: Too Few Latino: -28.2 SED: -36 SWD: -125.4 Data Year: 2023-24 Data Source: Dashboard 2024	All: -30.1 EL: -67.3 LTEL: -78.5 HY: -74.3 Latino: -31.2 SED: -39.1 SWD: -136.4 Data Year: 2024-25 Data Source: Dashboard 2025	All: 17.6 EL: -20 LTEL: -58.9 HY: 35.1 Latino: 17.6 SED: -16.9 SWD: -68.5 Data Year: 2025-26 Data Source: Dashboard 2026	15 points each year All: Declined 1.7 points EL: Declined 2.3 points LTEL: Increased 10.4 points HY: Declined 64.4 points Latino: Declined 3.8 points SED: Declined 11 points SWD: Declined 22.9 points
1.3	SBAC ELA Percent of Students who Met or Exceeded Standard	2023 ELA % Met or Exceeded All: 38.76% EL: 11.42% LTEL: 11.86% HY: 50.00% Latino: 38.66% SED: 39.43% SWD: 8.00% Data Year: 2022-23 Data Source: CAASPP Results	2024 ELA % Met or Exceeded All: 41.14% EL: 7.02% LTEL: 5.19% HY: Too Few Latino: 41.12% SED: 39.45% SWD: 3.57% Data Year: 2023-24 Data Source: CAASPP Results	2025 ELA % Met or Exceeded All: 37.58% EL: 7.21% LTEL: 3.23% HY: 16.67% Latino: 37.29% SED: 35.54% SWD: 7.41% Data Year: 2024-25 Data Source: CAASPP	2026 ELA % Met or Exceeded All: 53.76% EL: 26.42% LTEL: 26.86% HY: 50.00% Latino: 53.66% SED: 54.43% SWD: 23.00% Data Year: 2025-26 Data Source: CAASPP Results	Did Not Meet Annual Target of 5% each year All: Declined 1.18% EL: Declined 4.21% LTEL: Declined 8.63% HY: Declined 33.33% Latino: Declined 1.37% SED: Declined 3.89% SWD: Declined 0.59%
1.4	SBAC Math Distance from Standard	2023 Math DFS "Low"	2024 Math DFS "Medium"	2025 Math DFS “Medium"	2026 Math DFS "High"	Met Annual Target of 15 points each

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: -71.1 EL: -96.9 LTEL: Too Few HY: -65 Latino: -72.4 SED: -75.9 SWD: -173.2 Data Year: 2022-23 Data Source: Dashboard 2023	All: -53.4 EL: -80.2 LTEL: -98.6 HY: Too Few Latino: -55.4 SED: -60.5 SWD: -169.8 Data Year: 2023-24 Data Source: Dashboard 2024	All: -34.9 EL: -59.5 LTEL: -85 HY: -53.8 Latino: -36.7 SED: -41.7 SWD: -130.9 Data Year: 2024-25 Data Source: Dashboard 2025	All: -26.1 EL: -51.9 LTEL: -68.6 HY: -20 Latino: -27.4 SED: -30.9 SWD: -128.2 Data Year: 2025-26 Data Source: Dashboard	year (except for HY) All: Increased 36.2 points EL: Increased 37.4 points HY: Increased 11.2 points Latino: Increased 35.7 points SED: Increased 34.2 points SWD: Increased 42.3 points
1.5	SBAC Math Percent of Students who Met or Exceeded Standard	2023 Math % Met or Exceeded All: 24.43% EL: 7.61% LTEL: 3.39% HY: 21.43% Latino: 23.66% SED: 21.95% SWD: 0.00% Data Year: 2022-23 Data Source: CAASPP	2024 Math % Met or Exceeded All: 29.52% EL: 12.28% LTEL: 12.99% HY: Too Few Latino: 28.71% SED: 26.67% SWD: 10.71% Data Year: 2023-24 Data Source: CAASPP	2025 Math % Met or Exceeded All: 34.31% EL: 16.37% LTEL: 8.20% HY: 22.22% Latino: 33.56% SED: 33.47% SWD: 7.40% Data Year: 2024-25 Data Source: CAASPP	2026 Math % Met or Exceeded All: 39.43% EL: 22.61% LTEL: 18.39% HY: 36.43% Latino: 38.66% SED: 36.95% SWD: 15.00% Data Year: 2025-26 Data Source: CAASPP Results	Nearly Met Annual Target of 5% each year (except LTEL and SWD) All: Increased 9.88% EL: Increased 8.76% LTEL: Increased 4.81% Latino: Increased 9.9% SED: Increased 11.52% SWD: Increased 7.4%
1.6	CAST Science Points	2023 Science Points "No Color" All: -18.3 EL: -22 LTEL: -30.3	2024 Science Points "No Color" All: -27.6 EL: -31.3	2025 Science Points “High" All: 50.3 EL: 38.3	2026 Science Points "No Color" All: 26.7 EL: 23	Exceeded Target All: Increased 32 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HY: Too Few Latino: -18.5 SED: -17.7 SWD: -35.3 Data Year: 2022-23 Data Source: Dashboard 2023	LTEL: -33.2 HY: Too Few Latino: -27.7 SED: -27.2 SWD: -39.7 Data Year: 2023-24 Data Source: Dashboard 2024	LTEL: 33.3 HY: 42.2 Latino: 50.3 SED: 48.4 SWD: 31.1 Data Year: 2024-25 Data Source: Dashboard 2025	LTEL: 14.7 HY: Too Few Latino: 26.5 SED: 27.3 SWD: 9.7 Data Year: 2025-26 Data Source: Dashboard 2026	EL: Increased 16.3 points LTEL: Increased 3 points Latino: Increased 9.2 points SED: Increased 31 points SWD: Declined 4.2 points 2024 was an informational, baseline-setting year with no performance colors. The 2025 Dashboard marks a major shift. It introduces actual "Status" and "Change" calculations, a strict 95% participation requirement, and official performance-level colors. For both years, Science Points are determined using student results from the CAST and the CAA for Science, scaled from \(0\) to \(100\)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points. Students who meet or exceed the standard earn high points, while those who do not are factored into the lower end of the scale to find the district/school average. California Department of Education Science Indicator FAQs
1.7	CAST Science Percent of Students who Met or Exceeded Standard	2023 Science % Met or Exceeded All: 16.40% EL: 0.00% LTEL: 0.00% HY: 35.71% Latino: 15.88% SED: 15.74% SWD: 0.00% Data Year: 2022-23 Data Source: CAASPP	2024 Science % Met or Exceeded All: 3.60% EL: 0.00% LTEL: 0.00% HY: Too Few Latino: 3.73% SED: 3.48% SWD: 0.00% Data Year: 2023-24 Data Source: CAASPP	2025 Science % Met or Exceeded All: 26.60% EL: 0.00% LTEL: 3.23% HY: 14.28% Latino: 26.63% SED: 24.14% SWD: Too Few Data Year: 2024-25 Data Source: CAASPP	2026 Science % Met or Exceeded All: 31.4% EL: 15.00% LTEL: 15.00% HY: >50.00% Latino: 30.88% SED: 30.74% SWD: 15.00% Data Year: 2025-26 Data Source: CAASPP Results	Met Annual Target of 5% each year (except for EL, LTEL, SED) All: Increased 10.2% EL: Maintained 0.0% LTEL: Increased 3.23% Latino: Increased 10.75% SED: Increased 8.4%
1.8	Renaissance STAR Reading Percent of Students At or Above Benchmark	2024 STAR Reading % of Students At or Above Benchmark 47.59% Data Year: 2023-24	2025 STAR Reading % of Students At or Above Benchmark MS 35% HS 50%	2026 STAR Reading % of Students At or Above Benchmark MS 34.71% HS 45.28%	2027 STAR Reading % of Students At or Above Benchmark 62.59%	Did Not Meet Annual Target of 5% each year MS: Declined 12.88%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Renaissance STAR Reading	Data Year: 2024-25 Data Source: Renaissance STAR Reading	Data Year: Winter 2025-26 Data Source: Renaissance STAR Reading	Data Year: 2026-27 Data Source: Renaissance STAR Reading	HS: Declined 2.31%
1.9	Renaissance STAR Math Percent of Students At or Above Benchmark	2024 STAR Math % of Students At or Above Benchmark 66.83% Data Year: 2023-24 Data Source: Renaissance STAR Math	2025 STAR Math % of Students At or Above Benchmark MS 41% HS 63% Data Year: 2024-25 Data Source: Renaissance STAR Math	2026 STAR Math % of Students At or Above Benchmark MS 24.38% HS 35.32% Data Year: Winter 2025-26 Data Source: Renaissance STAR Math	2027 STAR Math % of Students At or Above Benchmark 81.83% Data Year: 2026-27 Data Source: Renaissance STAR Math	Did Not Meet Annual Target of 5% each year MS: Declined 42.45% HS: Declined 31.51%
1.10	English Learner Progress Indicator (ELPI)	2023 ELPI "Very Low" All: 40.9% Data Year: 2022-23 Data Source: Dashboard 2023	2024 ELPI "High" All: 45.6% EL: High - 25.6% LTEL: Medium - 47.3% Data Year: 2023-24 Data Source: Dashboard 2024	2025 ELPI “Very High" All: 55.8% EL: Very High – 55.8% LTEL: Very High- 59.7% 9.4% HIGHER than State Data Year: 2024-25 Data Source: Dashboard 2025	2024 ELPI "Medium" All: 50% or Equal to State EL: Medium - 50% LTEL: High- 50% Data Year: 2023-24 Data Source: Dashboard 2024	Exceeded Annual Target – 9.4% HIGHER than State All: Increased 14.9% EL: Increased 14.9% LTEL: Increased 12.4%
1.11	English Learner Reclassification Rate	State has delayed reporting Internal Data 27.4%	State has delayed reporting Internal Data 6.2%	State has delayed reporting Internal Data 27%	State has delayed reporting Internal Data 8%	Exceeded Target Internal Data – Maintained 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18.71% Proficient Data Year: 2022-23 Data Source: ELPAC Summative	19.73% Proficient Data Year: 2023-24 Data Source: ELPAC Summative (RFEP) Rates	27.39% Proficient Data Year: 2024-25 Data Source: Internal Reclassification Rates AND ELPAC Summative	>20% Proficient Data Year: 2025-26 Data Source: ELPAC Summative	ELPAC Summative - Increased 8.68%
1.12	Access to Standards Aligned Instructional Materials	100% Students have access to their own copies of standards aligned instructional materials for use at school and at home Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	100% Students have access to their own copies of standards aligned instructional materials for use at school and at home Data Year: 2024-25 Data Source: Dashboard 2025 Local Indicators	100% Students have access to their own copies of standards-aligned instructional materials for use at school and at home Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Met Target
1.13	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2022-23 Data Source: CA Dashboard 2023 Local Indicators	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024 Local Indicators	Full Implementation and Sustainability Data Year: 2024-25 Data Source: Dashboard 2025 Local Indicators	Full Implementation and Sustainability Data Year: 2025-26 Data Source: CA Dashboard 2026 Local Indicators	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	AVID's WICOR Strategies Implemented in Classrooms	2/30 Teachers are using AVID's WICOR Strategies with Fidelity Data Year: 2023-24 Data Source: Walk-Throughs	24/31 Teachers are using AVID's WICOR Strategies with Fidelity Data Year: 2024-25 Data Source: Walk-Throughs	9/31Teachers are using AVID's WICOR Strategies with Fidelity Data Year: 2025-26 Data Source: Walk-Throughs	31/31 Teachers are using AVID's WICOR Strategies with Fidelity Data Year: 2026-27 Data Source: Walk-Throughs	Did Not Meet Target Increased by 7 Teachers using AVID's WICOR Strategies with Fidelity

Goal Analysis [2025-26]

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

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

Most Goal 1 actions were implemented as planned. All staffing positions were filled, providing continuity of instruction and support throughout the year. The Support for English Learners action was partially implemented: Read 180 was not yet fully deployed, and ELD instruction, materials, and monitoring of ELs, LTELs, and RFEPs require expanded investment in 2026-27. Math performance actions were partially implemented; a new curriculum was adopted, but fidelity of implementation and remedial skill-building require further development. Academic Assessments were implemented with professional development on data analysis, though the next phase — systematically using data to drive lesson planning and pacing adjustments — is a priority for the coming year. Academic Interventions were implemented through focused time on student deficits, with interventionists providing direct support. Supports for Students with Disabilities were implemented in alignment with individual IEPs.

One area requiring direct attention is AVID/WICOR implementation. Walk-through data showed that the number of teachers implementing WICOR strategies with fidelity declined from 24 out of 31 in 2024-25 to 9 out of 31 in 2025-26. This regression is a significant concern given that WICOR is central to Ceiba's instructional model and a key strategy for supporting ELs, SED students, and college readiness. The decline is attributed to staff turnover, reduced coaching capacity mid-year, and inconsistent follow-through on professional development commitments. In 2026-27, Ceiba will address this through structured AVID coaching cycles, embedded WICOR walk-throughs, and explicit accountability in teacher evaluations. The target of 31/31 teachers implementing WICOR with fidelity by 2026-27 remains in place.

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

The following actions had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:
Action 1, Appropriately Staff Charter School, had Estimated Actual Expenditures of $3,820,957 compared to Budgeted Expenditures of $4,838,669, reflecting a 21% decrease. This decrease was due to staffing changes.

Action 2, Supplemental Charter School Staffing, had Estimated Actual Expenditures of $1,337,373.40 compared to Budgeted Expenditures of $1,161,331, reflecting a 15% increase. This increase was due to the high needs of students. LREBG costs were also associated with this action.
Action 3, Support for English Learners, had Estimated Actual Expenditures of $68,449 compared to Budgeted Expenditures of $175,000, reflecting a 61% decrease. This decrease was due to the use of integrated strategies for ELs as an integral part of Ceiba's instructional program.
Action 5, Academic Assessments, had Estimated Actual Expenditures of $9,023 compared to Budgeted Expenditures of $15,300, reflecting a 41% decrease. This decrease was due to reduced and recurring costs for some assessments.
Action 6, Academic Interventions, had Estimated Actual Expenditures of $8,123 compared to Budgeted Expenditures of $50,200, reflecting an 83% decrease. This decrease was due to a reduced number of students, especially in high school, participating in additional after-school opportunities.

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

Staffing was fully effective: all positions were filled and provided instructional continuity. ELD supports were partially effective; integrated ELD strategies showed results in ELPI growth, but the absence of Read 180 in middle school and insufficient monitoring of RFEP students for four years post-reclassification represent gaps that must be closed. Math performance actions were partially effective; the curriculum adoption produced measurable gains at the subgroup level, but inconsistent implementation fidelity limited the full impact. Academic Assessments were partially effective; data analysis professional development was delivered, but data was not yet being used systematically to adjust instruction. Academic Interventions were effective for students who participated, with interventionists providing targeted support; however, low after-school participation rates reduced reach. SWD supports were effective and centered on IEP alignment.

AVID/WICOR implementation was not effective in 2025-26. Despite strong results in 2024-25 (24/31 teachers), the drop to 9/31 in 2025-26 indicates that implementation was not sustained. This will be treated as a high-priority corrective action in 2026-27.

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 remains the same focused on Student Achievement. Staffing was reorganized into two distinct actions — primary staff and supplemental staff — for greater transparency. The ELD Program action has been renamed Support for English Learners, and the SWD action has been renamed Support for Students with Disabilities. Math performance strategies have been consolidated into Academic Interventions for ELA and Math. New metrics were added to align more closely with the California Dashboard indicators on which charter renewal is evaluated. Previously used process metrics (e.g., walk-throughs for EL Achieve, ELD PD surveys, AR pages read) have been removed in favor of objective outcome data. The WICOR implementation metric has been retained and strengthened, with an explicit corrective action plan as described above.

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
1.1	Appropriately Staff School	APPROPRIATELY STAFF SCHOOL Employ the following staff to maintain continuity of core instruction and school operations: • Head of School • Vice Principal • Human Resources • 28.0 Full-Time Equivalent Credentialed General Education teachers in Grades 6-12 • 4.8 Substitutes • 6.0 Support Staff including: Officer Manager, Office Coordinator, 2 Administrative Coordinators, 2 Food Service/Supervision Assistants, 1 Technology Admin Coordinator Contracted Services • DMS: Back-office Financial Support	$4,838,669.00	No
1.2	Supplemental School Staffing	SUPPLEMENTAL STAFFING Employ supplemental staff to address the elevated needs of EL, SED, foster youth, and homeless youth students: • Director of Parent/Student Engagement and Culture • 2.0 School Counselors - One Academic, One Social-emotional • 2.0 Support Staff - 5 Interventionists and a part-time music teacher (6 hrs/week) Contracted Services • Encompass Community Services: Social Emotional Counseling Interns	$1,161,331.00	Yes
1.3	Support for English Learners	SUPPORT FOR ENGLISH LEARNERS -Administer ELPAC Initial and Summative Assessments -Provide daily integrated ELD in all content area classes -Provide designated ELD in HS English classes by level Conduct the following professional development activities: -ELD standards and Integrated ELD -Designated ELD	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-ELD curriculum and instructional strategies on best practices for ELs EL Coordinator will: -Utilize grade level meeting to monitor curriculum implementation with fidelity, common grading, use of best practices, and examining student work. Teachers will track and analyze -Aggregate formative assessment data to ensure progress in ELA and Math toward standards mastery -Aggregate ELA/ELD Curriculum Based Assessment to determine standards mastery -Analyze data to inform instruction, design lesson plans, and adjust pacing guides EL Folders will include: -Assessment data, student work samples, ELPAC scores, SIOP protocols, reclassification progress Monitoring will include: -Monitor EL students for reclassification -Monitor LTEL students for reclassification -Monitor RFEP students for four years after reclassification		
1.4	Support Students with Disabilities	SUPPORT STUDENTS WITH DISABILITIES Provide PD and support for regular and special education teachers: -Crisis training by El Dorado Charter SELPA -Accommodations and modifications -Implementing grade level CCSS and NGSS -Other topics as identified by staff Employ the following staff: -Directors of Special Education -2 Full-Time Credentialed Special Education Teachers to ensure stronger academic gains through intervention planning and delivery are closely tied to diagnostic data and direct specially designed instruction	$873,000.00	No

Action #	Title	Description	Total Funds	Contributing
		-4 Paraprofessionals who work specifically with Students with Disabilities to ensure access and participation (Staffing will depend on student acuity, service intensity, caseload distribution, and the effectiveness of the service delivery model.) Ensure Contracted Services: -Adriana San Milan LLC: Psychologist, Speech, other Special Ed Services -In-Person: Speech and Language Pathologist Implementation of co-taught classes: -Incorporate training and discussion on pre-referral strategies in weekly staff meetings. -The use of instructional strategies, most effective for SWD, to include inclusive instructional practices, differentiation, accommodations/modifications, and support for diverse learners will be incorporated in teacher evaluations -Utilize Barton/Orton-Gillingham and Read Naturally to improve reading -Monitor SWD access, outcomes, intervention, and inclusion ensuring strong implementation fidelity, progress monitoring systems, and direct alignment between interventions and assessed student skill deficits SELPA Coordination -Participate in SELPA meetings and discuss LCAP special education priorities to ensure alignment Reduce Suspension Rate of SWD -It should be noted that the SWD subgroup is only 9% of the total student population. -Create PD plan in consultation with SELPA to address prevention and intervention strategies to reduce SPED suspension rate among students with disabilities -Implement prevention of and alternatives to suspension for SWD to include restorative approaches, re-entry meetings, counseling/check-in systems, staff de-escalation training, and FBA/BIP review processes as appropriate.		

Action #	Title	Description	Total Funds	Contributing
1.5	Academic Assessments	ACADEMIC ASSESSMENTS -Continue to follow the quarterly assessment schedule with fidelity -Provide professional development on data analysis, including how to use data to design lesson plans, adjust pacing guides, and increase instructional rigor through WICOR-aligned strategies. -Aggregate formative assessment data three times per year to monitor progress toward ELA, Math, Science, and History toward standards mastery -Use assessment results to identify students who are academically low achieving and to inform intervention placement in Fast 40 and Intersession -Develop Individual Learning Plans (ILPs) based on individual student results. -Analyze annual data including: MDTP Algebra Readiness, ELPAC Initial and Summative, CAASPP ELA and Math (grades 6-8, 11), CAST (grades 8 and HS), PFT (grades 7 and 9), unit tests, and AP results.	$15,300.00	Yes
1.6	Academic Interventions	ACADEMIC INTERVENTIONS -Hire, train, and manage 5 interventionists to address student-specific academic deficits in alignment with core instruction -Implementation and monitoring of effectiveness of strategies from PD that meet the needs of FY, HY, SED, ELs, LTELs, and RFEPs. -Implement and monitor evidence-based strategies from professional development for foster youth, homeless youth, SED, EL, LTEL, and RFEP students. -Provide classroom-based academic intervention and support. -Implement Fast 40. -Provide tutoring in ELA, Math, Science, and History. -Continue Edmentum online credit recovery. -Hold grade-level data discussions at least quarterly to evaluate intervention effectiveness. -Triangulate academic and engagement data to ensure supports are appropriately targeted. -Identify foster and homeless youth individually and track provision of services. -Develop student ownership through project-based learning with student choice, co-created rubrics, and authentic sharing with families.	$50,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Address inconsistencies in academic expectations across grade levels. Expand STEM education opportunities. INCREASE ELA AND MATH PERFORMANCE -Implement instructional materials with fidelity across ELA and Math. -Provide professional development on curriculum and instructional strategies. -Use department meetings to monitor implementation fidelity, common grading, and best practices through student work review. -Administer two CCSS/NGSS-aligned assessments per quarter from adopted instructional materials and use results to adjust instruction and pacing.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	College Readiness: All Ceiba students are prepared for college	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The majority of Ceiba students will be the first in their families to attend college. This goal ensures that students and families receive the information, resources, and structured support needed to make college not only an aspiration but a concrete, financially accessible reality. Ceiba addresses both academic preparation (A-G completion, AP coursework, concurrent enrollment) and the practical steps of college access (applications, financial aid, college visits, and post-secondary planning).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	High School Graduation Rate	100% Cohort Graduation Rate Data Year: 2022-23 Data Source: DataQuest 4 Year Cohort Graduation 100% Data Year: 2022-23 Data Source: Internal Data	100% Cohort Graduation Rate Data Year: 2023-24 Data Source: DataQuest 5 Year Cohort Graduation 92% Data Year: 2023-24 Data Source: Internal Data	100% Data Year: 2024-25 Data Source: DataQuest 4 Year Cohort Graduation 100% Data Year: 2024-25 Data Source: Internal Data	>96% Cohort Graduation Rate Data Year: 2025-26 Data Source: DataQuest 5 Year Cohort Graduation >95% Data Year: 2025-26 Data Source: Internal Data	Exceeded Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CTE Completion or College/Career Readiness Indicator	College/Career Readiness Indicator "High" All: 57.4% EL: Too Few LTEL: Too Few HY: Too Few Latino: 56.6% SED: 58.8% SWD: Too Few Data Year: 2022-23 Data Source: CA Dashboard 2023	College/Career Readiness Indicator "Low" All: 52.5% EL: 40.0% LTEL: 40.0% HY: Too Few Latino: 51.7% SED: 53.7% SWD: Too Few Data Year: 2023-24 Data Source: CA Dashboard 2024	College/Career Readiness Indicator “Very High" All: 79.6% EL: 71.4% LTEL: 71.4% HY: Too Few Latino: 79.6% SED: 78% SWD: Too Few Data Year: 2024-25 Data Source: Dashboard 2025	College/Career Readiness Indicator "Medium" All: >60% EL: >44% LTEL: >44% HY: Too Few Latino: >60% SED: >60% SWD: Too Few Data Year: 2025-26 Data Source: CA Dashboard 2026	Exceeded Target All: Increased 22% EL: Increased 24.8% LTEL: Increased 24.8% Latino: Increased 23% SED: Increased 19.2%
2.3	High School Drop-out Rate	0% Cohort Dropout Rate Data Year: 2022-23 Data Source: DataQuest 4 Year Cohort Outcomes	0% Cohort Dropout Rate Data Year: 2023-24 Data Source: DataQuest 5 Year Cohort Outcomes	0% Cohort Dropout Rate Data Year: 2024-25 Data Source: DataQuest 4 Year Cohort Outcomes	<2% Cohort Dropout Rate Data Year: 2025-26 Data Source: DataQuest 5 Year Cohort Graduation	Exceeded Target
2.4	A-G Completion Rate	51/54 or 94% of graduates completed A-G requirements required for UC/CSU admission Data Year: 2022-23 Data Source: DataQuest 4 Year Cohort Graduation	51/54 or 94% of graduates completed A-G requirements required for UC/CSU admission Data Year: 2023-24 Data Source:	49/52 or 94% of graduates completed A-G requirements required for UC/CSU admission Data Year: 2024-25 Data Source:	>95% of graduates completed A-G requirements required for UC/CSU admission Data Year: 2025-26 Data Source: DataQuest 5 Year Cohort Graduation	Nearly Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			DataQuest 5 Year Cohort Graduation	DataQuest 4 Year Cohort Graduation Rate		
2.5	AP Passage Rates	Students Tested who Received a Score of 3 or Higher Spanish 86.7% Psychology 3.7% 45% Passed Data Year: 2022-23 Data Source: AP Results	Students Tested who Received a Score of 3 or Higher Spanish 100% US History 56.3% Psychology 10.7% 54% Passed Data Year: 2023-24 Data Source: AP Results	Students Tested who Received a Score of 3 or Higher Spanish 96% US History 69% Psychology 20% 2-D Art and Design 40% English Language 80% 71% Passed Data Year: 2024-25 Data Source: AP Results	>60% of Students Tested who Received a Score of 3 or Higher Data Year: 2025-26 Data Source: AP Results	Exceeded Target Overall: Increased 26% Spanish: Increased 9.3% Psychology: Increased 16.3% 2-D Art and Design: Baseline English Language: Baseline
2.6	Early Assessment Program ("EAP") ELA and Math	2022-23 ELA Ready for College: ~38% Conditionally Ready: ~23% Not Yet Ready: ~39% Math Ready for College: ~11% Conditionally Ready: ~17% Not Yet Ready: ~72%	2023–24 ELA Ready for College: ~39% Conditionally Ready: ~25% Not Yet Ready: ~36% Math Ready for College: ~12% Conditionally Ready: ~18%	2024–25 ELA Ready for College: ~41% Conditionally Ready: ~24% Not Yet Ready: ~35% Math Ready for College: ~13% Conditionally Ready: ~20%	2025-26 (3% per year ready and conditionally ready=6%) ELA Ready for College: ~41% Conditionally Ready: ~26% Math Ready for College: ~14% Conditionally Ready: ~20%	Met Annual Target ELA Met Annual Target Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CAASPP for 11th Grade	Not Yet Ready: ~70% Data Year: 2023-24 Data Source: CAASPP for 11th Grade	Not Yet Ready: ~67% Data Year: 2024-25 Data Source: CAASPP for 11th Grade	Data Year: 2025-26 Data Source: CAASPP for 11th Grade	
2.7	State Seal of Biliteracy	7/54 or 13% Graduates Earned State Seal of Biliteracy Data Year: 2022-23 Data Source: DataQuest 4 Year Cohort Graduation	0/61 or 0% Graduates Earned State Seal of Biliteracy Data Year: 2023-24 Data Source: DataQuest 4 Year Cohort Graduation	20/52 or 38.5% Graduates Earned State Seal of Biliteracy Data Year: 2024-25 Data Source: DataQuest 4 Year Cohort Graduation	>25% Graduates Earned State Seal of Biliteracy Data Year: 2025-26 Data Source: DataQuest 5 Year Cohort	Exceeded Target
2.8	Golden State Seal	16/54 or 30% Graduates Earned Golden State Seal Data Year: 2022-23 Data Source: DataQuest 4 Year Cohort Graduation	16/61 or 26% Graduates Earned Golden State Seal Data Year: 2023-24 Data Source: DataQuest 4 Year Cohort Graduation	13/52 or 25% Graduates Earned Golden State Seal Data Year: 2024-25 Data Source: DataQuest 4 Year Cohort Graduation	>30% Graduates Earned Golden State Seal Data Year: 2025-26 Data Source: DataQuest 5 Year Cohort Graduation	Did Not Meet Target
2.9	Concurrent/Dual Enrollment	Number of Students Enrolled at Cabrillo College Fall 2023: 19 Spring 2024: 50 Data Year: 2023-24 Data Source: Internal Data	Number of Students Enrolled at Cabrillo College Fall 2024: 41 Spring 2025: 17 Data Year: 2024-25 Data Source: Internal Data	Number of Students Enrolled at Cabrillo College Fall 2025: 38 Spring 2026: 36 Data Year: 2025-26 Data Source: Internal Data	>25% Percent of Students Enrolled at Cabrillo College Data Year: 2026-27 Data Source: Internal Data	Did Not Meet Annual Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Post Secondary Opportunities - Percent of Graduates in 2-Year College, 4-Year University, Trade School, Work, or Military Service Total Percent of Graduates taking up on post-secondary opportunities	Enrollment in 2-Year College 52% Enrollment in 4-Year University 31% Trade School/ Workforce 13% Join Military Service 4% Total Graduates in Post-Secondary Opportunities 100% Data Year: 2022-23 Data Source: Internal Data	Enrollment in 2-Year College 47% Enrollment in 4-Year University 33% Trade School/ Workforce 5% Join Military Service 10% Total Graduates in Post-Secondary Opportunities 95% Data Year: 2023-24 Data Source: Internal Data	Enrollment in 2-Year College 51% 29/57 Enrollment in 4-Year University 42% 24/57 Trade School/ Workforce 3% 2/57 Join Military Service 4% 2/57 Total Graduates in Post-Secondary Opportunities 100% Data Year: 2024-25 Data Source: Internal Data	Total Graduates in Post-Secondary Opportunities >97% Data Year: 2025-26 Data Source: Internal Data	Met Target
2.11	Middle School Drop Out Rate	0% Data Year: 2022-23 Data Source: CALPADS Fall 1	0% Data Year: 2023-24 Data Source: CALPADS Fall 1	0% Data Year: 2024-25 Data Source: CALPADS Fall 1	0% Data Year: 2025-26 Data Source: CALPADS Fall 1	Met Target

Goal Analysis [2025-26]

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

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

Goal 2 actions were implemented largely as planned and produced strong results. College Preparedness was fully implemented; additional AP courses were added, expanding access for more students. Apply for College was implemented effectively and continues to be one of Ceiba's greatest institutional strengths, evidenced by a 100% graduation rate and 100% post-secondary placement. Credit Recovery was implemented and enabled students to make up credits needed for graduation. PIQE meetings were held and provided meaningful learning experiences for participating families. The California College Guidance Initiative was implemented, and Ceiba now uses Synergy to track student preparation and entry into California colleges and universities.

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

The following action had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:
Action 2.2, Apply for College, had Estimated Actual Expenditures of $29,586.47 compared to Budgeted Expenditures of $25,500.00, reflecting a 16% increase. This increase was due to Ceiba’s 100% graduation rate and the increased number of students applying for college.

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

College Preparedness actions were highly effective. The addition of AP courses increased the proportion of students earning college-ready credentials, and the College/Career Readiness Indicator rose to "Very High" (79.6%), 27.9 percentage points above the state. Apply for College actions were effective; 100% of students graduated and 100% enrolled in post-secondary opportunities (51% two-year college, 42% four-year university, 3% trade/workforce, 4% military). Credit Recovery was effective in supporting students who needed to fulfill graduation requirements. PIQE was effective in building parent capacity around college knowledge. CCGI/Synergy implementation was effective in streamlining college preparation tracking.

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 remains the same to focus on College Readiness.

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
2.1	College Preparedness	COLLEGE PREPAREDNESS Offer: -Offer UC A-G approved courses across all grade levels to ensure every student is on track for university eligibility. -Provide concurrent enrollment through Cabrillo Community College. Offer AP courses and exams with support for fee coverage where needed. -Monitor individual academic progress toward A-G completion. -Host and attend college recruitment fairs, including Colleges That Change Lives. -Provide alumni mentors to connect current students with Ceiba graduates navigating college. -Implement the California College Guidance Initiative through Synergy to track student preparation and enrollment in California colleges and universities.	$170,000.00	Yes
2.2	Apply for College	Apply for College -Conduct field trips to colleges/universities -Host and visit college recruitment fairs -Provide alumni mentors -Facilitate college application workshops and financial aid and scholarship application workshops -Utilize College and Career Guidance Initiative Resources -Cover AP exam fees (where needed) -Host Real Life Adventure experiences for senior students to build college-going identity and practical readiness	$25,500.00	Yes
2.3	Credit Recovery	CREDIT RECOVERY Provide Credit Recovery opportunities for students, especially EL, FY/HY, SED students through Summer Learning, Intersession, or Individual learning through Schoology.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent/Guardian Engagement: Parents/guardians are engaged as partners through education, communication, and collaboration to ensure all Ceiba students are college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Ceiba views families as essential partners in student success. Because the majority of Ceiba families are navigating the U.S. educational system as first-generation college families — many with English as a second language — intentional engagement strategies are necessary to ensure that parents have the knowledge, tools, and access needed to support their children's college preparation. This goal builds the infrastructure for meaningful, ongoing family partnership.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Workshops (PIQE, PPP, College Knowledge, Other)	Host 6 Parent Workshops per year 38 Average Number of parents attending Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	Host 47 Parent Workshops per year Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	PIQE Family Engagement: 71 graduates PIQE Bridge to College: 63 graduates PPP: 0 (return next year) Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	Host 6 Parent Workshops per year Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Exceeded Target through PIQE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	School Site Council/District English Language Advisory Committee/Community Schools Grant Advisory	8 meetings per year with Quorum Data Year: 2023-24 Data Source: Agenda/ Sign-in Sheets	6 meetings per year with Quorum Data Year: 2024-25 Data Source: Agenda/ Sign-in Sheets	7 meetings per year with Quorum Data Year: 2025-26 Data Source: Agenda/ Sign-in Sheets	6 meetings per year with Quorum Data Year: 2026-27 Data Source: Agenda/ Sign-in Sheets	Exceeded Target
3.3	Parents and Guardians Participate in Non-Mandatory Volunteer 25 hours per year	50% of Parents and Guardians Participate in Non-Mandatory Volunteer 25 hours per year Data Year: 2023-24 Data Source: Sign-in Sheets	62% of Parents and Guardians Participate in Non-Mandatory Volunteer 25 hours per year Data Year: 2024-25 Data Source: Sign-in Sheets	19.7% of Parents and Guardians Participate in Non-Mandatory Volunteer 25 hours per year Data Year: 2024-25 Data Source: Sign-in Sheets	>60% of Parents and Guardians Participate in Non-Mandatory Volunteer 25 hours per year Data Year: 2026-27 Data Source: Sign-in Sheets	Did Not Meet Target Declined by 30.3%
3.4	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Data Year: 2022-23 Data Source: CA Dashboard 2023	Full Implementation Data Year: 2023-24 Data Source: CA Dashboard 2024	Full Implementation and Sustainability Data Year: 2024-25 Data Source: Dashboard 2025	Full Implementation and Sustainability Data Year: 2026-27 Data Source: Dashboard 2026	Met Target

Goal Analysis [2025-26]

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

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

Goal 3 actions were implemented as planned. Parent Involvement activities were well-attended and many families are active participants in school events and leadership opportunities. Home-to-School Communications were effective; most parents reported being informed of school events in both English and Spanish. PIQE programming was implemented, with 71 parents completing the Family Engagement program and 63 completing Bridge to College. The Positive Parenting Program (PPP) was paused and will resume in 2026-27. The most significant

implementation gap was in non-mandatory volunteerism: the percentage of parents completing 25 volunteer hours dropped from 62% in 2024-25 to 19.7% in 2025-26, a 42-point decline. This decline is attributed to scheduling challenges, competing family obligations, and a shift away from in-person events post-pandemic. Ceiba will address this in 2026-27 by diversifying volunteer opportunity formats (including virtual and flexible-hour options) and building stronger personal outreach through the Director of Parent Engagement.

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

The following actions had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:
Action 3.2, Home School Communications, had Estimated Actual Expenditures of $9,876.32 compared to Budgeted Expenditures of $8,000.00, reflecting a 23% increase. This increase was due to higher costs for communication tools and platforms.
Action 3.3, Parent Workshops, had Estimated Actual Expenditures of $23,950.31 compared to Budgeted Expenditures of $56,000.00, reflecting a 57% decrease. This decrease was due to the cost of the program, the number of parents who participated, and the number of sessions hosted.

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

Parent Involvement actions were effective; families engaged in school events, leadership activities, and the SSC/DELAC governance structure, which met 6 times with quorum. Home-to-School Communications were effective; the majority of families reported timely, bilingual access to school information. PIQE was effective in building parent capacity, particularly around college knowledge and family engagement in the educational process. The primary area of ineffectiveness was the volunteerism metric, which fell well short of the 60% target. Ceiba will redesign volunteer engagement in 2026-27 to make participation more accessible and personally relevant for families.

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 remains the same focused on Parent/Guardian Engagement. The actions remain the same but PIQE was changed to Parent Workshops to include PIQE, PPP, College Knowledge and other topics.
The following metrics were added: Parent Workshops replaced PIQE, PPP, College Knowledge; Parent/Guardian Surveys on school safety and connectedness, and Seek Parent Input and Participation for Unduplicated students and SWD.
The following metrics were removed: # of parents engaged in ParentSquare or Remind, # of parents engaged in Schoology (now Synergy), # of parents that click on newsletters, # of parents who complete FAFSA,
The following metrics were combined: Parent Leadership, SSC, ELAC meetings were combined into one.
The metrics have been streamlined to ensure objective data and align the LCAP to the WASC goals.

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
3.1	Parent Involvement	PARENT INVOLVEMENT Facilitate the following: -Opportunities to volunteer -Schoolwide events: Culture building activities -Parent/student orientation -Host workshops for parents on relevant issues to support their child academic, social-emotional, and/or behavioral needs -Provide training on safety, home discipline, student behavioral and physical developmental stages. -Disseminate information and updates via newsletter, emails, and social media. -Provide information about Uniform Complaint Procedures in the Parent Handbook and on the website. -School Site Council (SSC) combined with English Learner Advisory Council -Administer annual parent survey. -Parent recognition activities	$36,200.00	Yes
3.2	Home School Communications	HOME SCHOOL COMMUNICATIONS -Monitor parent participation in college preparation activities to continuously improve/increase parent involvement. -Track data on home school communications. -Address truancy issues (absences, tardies/truancy, School Attendance Review Team). -Intensify home school communications and where appropriate, financially support referrals to counseling that can link families to appropriate social services interventions. -Utilize ParentSquare regularly to stay in close contact with families -Send weekly newsletters	$8,000.00	No
3.3	Parent Workshops	Ensure students' families are familiar with how educational system works in the United States using Parent Institute of Quality Education. Provide parents with Positive Parenting Program is an educational program designed to help parents and caregivers develop positive parenting skills, improve child development, and strengthen family relationships. It offers	$56,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		various approaches and resources, including online courses, to support families with diverse needs and backgrounds.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Student Engagement: All Ceiba students will learn in a safe, welcoming, and inclusive environment where students are engaged in their own learning and the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

For Ceiba students to succeed in a college-preparatory program, they must feel safe, respected, and genuinely connected to their school community. This goal recognizes that academic achievement depends on social-emotional well-being, and that students who are engaged, supported, and valued are more likely to attend consistently, graduate, and succeed in college. Ceiba's commitment to a welcoming and inclusive environment is not separate from its academic mission — it is foundational to it.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate (P-2)	95.40% Data Year: 2023-24 Data Source: P-2 Report	95.40% Data Year: 2024-25 Data Source: P-2 Report	95.55% Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	Met Annual Target Increased 0.15%
4.2	Chronic Absenteeism Rate	"Very High" All: 21.3% EL: 21.7% LTEL: 22.2% Latino: 20.8% SED: 18.8%	"Medium" All: 15.7% EL: 15.8% LTEL: 19.3% Latino: 15.3% SED: 16.2%	“Medium" All: 11.9% EL: 9.5% LTEL: 12.5% Latino: 11.6% SED: 11.3%	"Low" All: <12% EL: <12% LTEL: <12% Latino: <12% SED: <12%	Met Target All: Declined 9.4% EL: Declined 12.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 29.2% Data Year: 2022-23 Data Source: CA Dashboard 2023	SWD: 15.4% Data Year: 2023-24 Data Source: CA Dashboard 2024	SWD: 0% Data Year: 2024-25 Data Source: Dashboard 2025	SWD: <12% Data Year: 2025-26 Data Source: CA Dashboard 2026	LTEL: Declined 9.2% Latino: Declined 7.5% SED: Declined 7.5% SWD: Declined 29.2%
4.3	Suspension Rate	"Medium" All: 6.6% EL: 7.4% LTEL: 8.2% HY: 0% Latino: 6.6% SED: 5.9% SWD: 4.1% Data Year: 2022-23 Data Source: CA Dashboard 2023	"Medium" All: 4.6% EL: 7.3% LTEL: 9.4% HY: 3.4% Latino: 4.7% SED: 4.6% SWD: 2.1% Data Year: 2023-24 Data Source: CA Dashboard 2024	“Very Low" All: 1.2% EL: 2.2% LTEL: 2.8% HY: 0% Latino: 1.2% SED: 1.2% SWD: 5.9% Data Year: 2024-25 Data Source: Dashboard 2025	"Low" All: <4% EL: <4% LTEL: <4% HY: <4% Latino: <4% SED: <4% SWD: <4% Data Year: 2025-26 Data Source: CA Dashboard 2026	Met Target except SWD All: Declined 5.4% EL: Declined 5.2% LTEL: Declined 5.4% Latino: Declined 5.4% SED: Declined 4.7% SWD: Increased 1.8%
4.4	Expulsion Rate	0.6% Data Year: 2022-23 Data Source: DataQuest	0.4% Data Year: 2023-24 Data Source: DataQuest	0.2% Data Year: 2024-25 Data Source: DataQuest	<1% Data Year: 2025-26 Data Source: DataQuest	Exceeded Target Declined 0.4%
4.5	Facilities in Good Repair	Good 2023-24 Data Year: Spring 2024 Data Source: FIT Report SARC	Exemplary 2024-25 Data Year: Spring 2025 Data Source: FIT Report SARC	Good 2025-26 Data Year: January 2026 Data Source: FIT Report SARC	Good 2026-27 Data Year: Spring 2027 Data Source: FIT Report SARC	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Broad Course of Study	100% of students enrolled in Enrichment/ Elective/College Courses Data Year: 2022-23 Data Source: CALPADS Fall 2	100% of students enrolled in Enrichment/ Elective/College Courses Data Year: 2023-24 Data Source: CALPADS Fall 2	100% of students enrolled in Enrichment/ Elective/College Courses Data Year: 2024-25 Data Source: CALPADS Fall 2	100% of students enrolled in Enrichment/ Elective/College Courses Data Year: 2025-26 Data Source: CALPADS Fall 2	Met Target
4.7	Student Survey on the sense of safety and school connectedness	School Safety: 82% School Engagement: 78% School Connectedness: 74% Overall Satisfaction: 76% Data Year: 2023-24 Data Source: California Healthy Kids Survey	MS 46% HS 51% School Safety-Students feel safe during school. MS 72% HS 53% School Engagement-Students are part of school's club, sports, or groups. MS 37% HS 41% School Connectedness-Students feel part of school's community. MS 36% HS 51% School Connectedness-Students feel comfortable talking to school adults with a problem. Data Year: 2024-25	MS 51% HS 65% School Safety-Students feel safe during school. MS 62% HS 47% School Engagement-Students are part of school's club, sports, or groups. MS 43% HS 44% School Connectedness-Students feel part of school's community. MS 44% HS 60% School Connectedness-Students feel comfortable talking to school adults with a problem. Data Year: 2025-26	3.80 80% School Safety-Students feel safe during school. 3.80 80% School Engagement-Students are part of school's club, sports, or groups. 3.80 80% School Connectedness-Students feel part of school's community. 3.80 80% School Connectedness-Students feel comfortable talking to school adults with a problem. Data Year: 2026-27 Data Source: Youth Truth Survey	School Safety: Increased MS, HS School Engagement: Declined MS, HS School Connectedness: Increased MS, HS School Connectedness Increased MS, HS *It must be noted the tool was different from CHKS to YTS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: Youth Truth Survey Youth Truth Survey	Data Source: Youth Truth Survey		
4.8	Teacher/Staff Survey on the sense of safety and school connectedness	No Data Data Year: 2023-24 Data Source: Local Climate Survey	74% Teachers/Staff feel most students are safe from violence. 73% Teachers/Staff report They feel there are part of the school community. Data Year: 2024-25 Data Source: Youth Truth Survey	73% Teachers/Staff feel most students are safe from violence. 74% Teachers/Staff report They feel there are part of the school community. Data Year: 2025-26 Data Source: Youth Truth Survey	90% Teachers/Staff feel most students are safe from violence matters. 80% Teachers/Staff report They feel there are part of the school community. Data Year: 2026-27 Data Source: Youth Truth Survey	Maintaining Safety and Connectedness for Teachers/Staff
4.9	MS Students Participating in After-School Program/Intersession	Percent of MS Students Regularly Participating in After-School Program and Intersession 35% Data Year: 2023-24 Data Source: Internal Data	Percent of MS Students Regularly Participating in After-School Program and Intersession 37% Data Year: 2024-25 Data Source: Internal Data	Percent of MS Students Regularly Participating in After-School Program and Intersession 40% Data Year: 2025-26 Data Source: Internal Data	Percent of MS Students Regularly Participating in After-School Program and Intersession 40% Data Year: 2026-27 Data Source: Internal Data	Met Target Increased 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	Social Emotional Support	Social Emotional Support Students Completing Character Strong weekly - 50% Teachers awarding 5-Star Points weekly - 40% MS 5% HS Number of Students receiving one-on-one counseling - 30 Number of Students receiving small group counseling - 10 Number of Students requiring outside counseling referrals - 20 Data Year: 2023-24 Data Source: Internal Data	Social Emotional Support Students Completing Character Strong weekly - 0% Teachers awarding 5-Star Points weekly - 75% MS • 5% HS Number of Students receiving one-on-one counseling - 35 Number of Students receiving small group counseling - 10 Number of Students requiring outside counseling referrals - 20 Data Year: 2024-25 Data Source: Internal Data	Social Emotional Support Students Completing Character Strong weekly - Discontinued Teachers awarding Synergy Behavior Points (5-Star discontinued) fir Sparant Store Weekly • 50% MS • 20% HS Number of Students receiving one-on-one counseling - 45 Number of Students receiving small group counseling - 0 Number of Students requiring outside counseling referrals - 10 Data Year: 2025-26 Data Source: Internal Data	Social Emotional Support Students Completing Character Strong weekly - 100% Teachers awarding Synergy Behavior Points (5-Star discontinued) weekly • 100% MS • 50% HS Number of Students receiving one-on-one counseling - 50 Number of Students receiving small group counseling - 100 Number of Students requiring outside counseling referrals - 5 Data Year: 2026-27 Data Source: Internal Data	Making Progress Toward Target Teachers awarding Synergy Behavior Points (5-Star discontinued) fir Sparant Store Weekly MS - Increased 10%% HS - Increased 15% Number of Students receiving one-on-one counseling • Increased by 15 students Number of Students receiving small group counseling • Declined by 10 students Number of Students requiring outside counseling referrals • Declined by 10 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.11	Discipline Tracking	Number of Incidents Bullying: 40 Sexual Harassment: 10 Fighting: 10 Data Year: 2023-24 Data Source: Internal Data	Number of Incidents Bullying: 1 Sexual Harassment: 0 Fighting: 0 Data Year: 2024-25 Data Source: Internal Data	Number of Incidents Bullying: 1 Sexual Harassment: 3 Fighting: 0 Data Year: 2025-26 Data Source: Internal Data	Number of Incidents Bullying: 20 Sexual Harassment: 2 Fighting: 2 Data Year: 2026-27 Data Source: Internal Data	Exceeded Target Number of Incidents Bullying: Declined by 39 Fighting: Declined by 10 Nearly Met Target Number of Incidents Sexual Harassment: Declined by 7
4.12	Extracurricular Activities	Number of Students Participating in Sports 22%-MS 27%- HS Participating in Clubs 35% - MS 30%- HS Data Year: 2023-24 Data Source: Internal Data	Number of Students Participating in Sports 28%-MS 30%- HS Participating in Clubs 37% - MS 25%- HS Data Year: 2024-25 Data Source: Internal Data	Number of Students Participating in Sports 36%-MS 31%- HS Participating in Clubs 12% - MS 26%- HS Data Year: 2025-26 Data Source: Internal Data	Number of Students Participating in Sports 35%-MS 35%- HS Participating in Clubs 35% - MS 35%- HS Data Year: 2026-27 Data Source: Internal Data	Making Progress Toward Target Participating in Sports MS - Increased 8% HS - Increased 4% Participating in Clubs MS - Declined 13% HS - Declined 4%

Goal Analysis [2025-26]

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

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

The majority of Goal 4 actions were implemented as planned. Behavioral Interventions were implemented and produced significant results, though Character Strong programming requires more consistent delivery in 2026-27. Social Emotional Well-Being supports were implemented through the school counselor, psychology intern, and Encompass partnership, and effectively supported students throughout the year. Extracurricular Activities were implemented and contributed to improved attendance and school connectedness; HS sports participation increased to 31%, though MS club participation declined from 37% to 12% and requires attention. Facilities upkeep was implemented to maintain a clean, safe learning environment. Environment/Climate actions were implemented and contributed to improved attendance and reduced suspensions. Board, Staff, and Student Actions were implemented and supported governance, policy clarity, and student ownership of school culture. Intervention Monitoring was implemented, though it lacked a dedicated director for part of the year, limiting its reach. PD for Social Emotional Well-Being was partially implemented; more structured delivery of the STAT framework for teachers is planned for 2026-27. Resources on Social Emotional Well-Being were implemented for students, families, and staff. Student Engagement actions increased connectedness. Mentorship was not implemented due to associated costs and will not be carried forward.

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

The following actions had a variance of 10% or more between Budgeted Expenditures and Estimated Actual Expenditures:
Action 4.1, Behavioral Interventions, had Estimated Actual Expenditures of $66,586.40 compared to Budgeted Expenditures of $50,000.00, reflecting a 33% increase. This increase was due to additional efforts to better engage students, increase student connectedness, improve attendance, and decrease suspension rates.
Action 4.2, Social Emotional Well-Being, had Estimated Actual Expenditures of $56,950.47 compared to Budgeted Expenditures of $132,000.00, reflecting a 57% decrease. This decrease was due to increased support provided through supplemental staffing and behavioral interventions, which helped support student engagement, connectedness, attendance, and reduced suspension rates.
Action 4.3, Extracurricular Activities, had Estimated Actual Expenditures of $101,324.89 compared to Budgeted Expenditures of $132,500.00, reflecting a 24% decrease. This decrease was due to reduced student participation in extracurricular activities.
Action 4.4, Facilities, had Estimated Actual Expenditures of $273,523.04 compared to Budgeted Expenditures of $750,000.00, reflecting a 64% decrease. This decrease was due to a reduced need for maintenance projects.
Action 4.5, Environment/Climate, had Estimated Actual Expenditures of $10,788.00 compared to Budgeted Expenditures of $1,020.00, reflecting a 958% increase. This increase was due to additional efforts to better engage students, increase student connectedness, improve attendance, and decrease suspension rates.
Action 4.6, Board Actions, had Estimated Actual Expenditures of $3,646.52 compared to Budgeted Expenditures of $3,100.00, reflecting an 18% increase. This increase was due to additional support needed to ensure the Board had the time and information necessary to guide decisions.
Action 4.7, Staff Actions, had Estimated Actual Expenditures of $11,162.86 compared to Budgeted Expenditures of $19,700.00, reflecting a 43% decrease. This decrease was due to increased staff capacity to perform assigned duties.

Action 4.8, Student Actions, had Estimated Actual Expenditures of $600.00 compared to Budgeted Expenditures of $765.00, reflecting a 22% decrease. This decrease was due to lower actual costs for student-related actions.
Action 4.10, Intervention Monitoring, had Estimated Actual Expenditures of $40,550.68 compared to Budgeted Expenditures of $95,200.00, reflecting a 57% decrease. This decrease was due to embedded strategies used to monitor student academic and behavioral growth.
Action 4.11, PD for Social Emotional Well-Being, had Estimated Actual Expenditures of $12,468.33 compared to Budgeted Expenditures of $10,200.00, reflecting a 22% increase. This increase was due to additional professional development, ongoing coaching, monitoring, and support for social emotional well-being.
Action 4.12, Resources on Social Emotional Well-Being, had Estimated Actual Expenditures of $72,200.47 compared to Budgeted Expenditures of $105,000.00, reflecting a 31% decrease. This decrease was due to staff replacing many of the resources that were previously needed.

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

Behavioral Interventions were highly effective: suspensions dropped from 4.6% to 1.2% overall, bullying incidents declined from 40 to 1, and fighting incidents fell from 10 to 0. The restorative practices approach is producing measurable results. Social Emotional Well-Being supports were effective; counseling caseloads were managed and referrals to outside services were tracked. Extracurricular Activities were effective in supporting school connectedness and attendance, though the decline in MS club participation is a gap to address. Facilities maintenance was effective in keeping the campus in good repair. Environment/Climate actions were effective in improving attendance and reducing suspensions. Board Actions were effective in providing governance oversight. Staff Actions were effective in clarifying policies and procedures. Student Actions were effective in building student ownership of school culture. Intervention Monitoring was effective within its constraints but would benefit from more consistent leadership. PD for Social Emotional Well-Being was partially effective; STAT delivery needs to be more systematic. Resources on Social Emotional Well-Being were effective across student, family, and staff audiences. Student Engagement actions were effective, as reflected in improved survey results on safety and connectedness. Mentorship was not effective and will be removed from 2026-27 planning.

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 remains the same focused on Student Engagement. The Student Survey tool changed from the California Healthy Kids Survey (CHKS) used as the baseline to the Youth Truth Survey (YTS) beginning in 2024-25. Results are not directly comparable across instruments; trend interpretation should account for this shift, and the same instrument (YTS) will be used consistently going forward.

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
4.1	Behavioral Interventions	BEHAVIORAL INTERVENTIONS -Implement and monitor use of Educators Handbook and 5 Star Recognition System -Apply restorative principles including restorative presentations and conversations -Implement Character Strong curriculum consistently across grade levels -Maintain closed campus -Continue enrichment and academic interventions opportunities after school -Maintain school uniform requirement -Provide student training in suicide prevention and awareness -Assign counselor to provide individual and group counseling to disengaged and at-risk students	$50,000.00	Yes
4.2	Social Emotional Well-Being	SOCIAL EMOTIONAL WELL-BEING -Provide professional development focused on building teacher-student relationships and understanding student contexts outside of school. -Employ 1.0 FTE Social-Emotional Counselor -Maintain full-time (5 days per week) psychology intern through Encompass Community Services -Implement SEL curriculum with fidelity -Provide professional development on MTSS curriculum, trauma informed instruction, alternatives to suspension, classroom management (Conscious Classroom), and restorative practices -Utilize alternatives to suspension including restorative conversations and presentations -Increase campus supervision during unstructured time -Submit CALPADS reports directly from the Charter School with support of MeasureED -Implement Directed Studies Program -Conduct teacher coaching and feedback related to classroom management -Streamline counseling referral procedures for students and families -Work with students to better understand how students respond to discipline practices, fairness, and community building to better understand school culture.	$132,000.00	No

Action #	Title	Description	Total Funds	Contributing
		-Implement highly structured project-based learning that connects classroom content to real-world applications. -Build structured opportunities for teachers to learn about students' lives outside school through advisory programs and regular check-in systems -Utilize even more student voice data to identify specific cultural concerns -Build upon successful inclusion practices -Implement evidence-based approaches to improve overall school climate		
4.3	Extracurricular Activities	EXTRACURRICULAR ACTIVITIES Athletics: Continue providing: -Cross Country -Boys Basketball -Girls Basketball -Boys Volleyball -Girls Volleyball -Track & Field MS Flag Football Maintain and expand clubs, groups, and activities to develop school culture: -ASB -Guitar Club -Board game club -Japanese Language club -Surf Club -Girl Talk Club -Theater Club -Ceiba Creates - Creative Writing Club -Gay Straight Alliance -Conduct annual trips to DC/NY, Europe, Costa Rica -Provide intersession activities for MS students -Host culture building activities: Banda Nite, Halloween carnival, talent show, student performance plays, and academic awards ceremony each semester.	$132,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Facilities	FACILITIES Complete: -6 crosswalks as required by the conditional use permit update Continue to provide: -Timely repairs as noted on weekly inspection reports -Major maintenance and repairs -Conduct annual FIT report to maintain the facility's Good Repair rating	$750,000.00	No
4.5	Environment/Climate	ENVIRONMENT/CLIMATE -Review and revise the Comprehensive School Safety Plan. -Conduct School Safety Plan training and monthly drills. -Maintain before and after school supervision schedules -Host workshops/assemblies on the following issues (and other relevant issues): Bullying, cyber bullying, social media, and internet safety -Administer student, staff, and parent surveys to measure satisfaction with student engagement, school climate, and safety and use results to inform improvements. -Maintain school uniform and student phone use policy -Implement Character Strong with professional development prior to each school year and evaluate effectiveness using building blocks data	$1,020.00	Yes
4.6	Board Actions	BOARD ACTIONS -Review suspension data quarterly. -Review DELAC, SSC, and advisory group feedback on suspension procedures and impact. -Approve school policies, programs, and strategies to reduce suspensions. -Allocate resources to approved actions and services to reduce suspension rate.	$3,100.00	No
4.7	Staff Actions	STAFF ACTIONS -Recommend school policies, programs, and strategies to the governing board.	$19,700.00	No

Action #	Title	Description	Total Funds	Contributing
		-Train staff on adopted policies and programs. -Monitor implementation through stakeholder workgroups.		
4.8	Student Actions	STUDENT ACTIONS -Engage students through discussion groups and existing clubs/activities regarding causes of and meaningful responses to suspension and disconnection. -Provide opportunities for students to evaluate school improvement progress. -Establish student workgroup to assess Restorative Justice and peer counseling as future program options. -Design incentives for survey completion and redesign the annual survey using a 4-point response scale to reduce neutral responses and increase actionable data.	$765.00	Yes
4.9	Intervention Monitoring	INTERVENTION MONITORING -MTSS Directors will oversee behavior and academic intervention programs especially for Foster Youth, Homeless Youth, EL, and SED students during the school day and after school -Monitor MTSS programs for interventions, ELD, and differentiated instruction -Analyze data regularly to ensure interventions are targeted, timely, and effective.	$95,200.00	Yes
4.10	PD for Social Emotional Well-Being	PD FOR SOCIAL EMOTIONAL WELL-BEING Provide professional development on STAT (Suicide Threat Assessment Team), mindfulness, and trauma informed instruction to support teachers and staff in addressing their own well-being and in supporting students who have experienced trauma. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	$10,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.11	Resources on Social Emotional Well-Being	RESOURCES ON SOCIAL EMOTIONAL WELL-BEING Provide stress management, mindfulness, and restorative justice resources to students, families, teachers, and staff. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. Equip the full school community with tools to build emotional resilience and healthy relationships.	$105,000.00	Yes
4.12	Increase Student Engagement	INCREASE STUDENT ENGAGEMENT Support staff will increase student engagement and school connectedness through restorative justice techniques, structured training for students and families, and an active, inclusive campus culture. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students who may face greater barriers to connection and belonging.	$20,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,777,926	$266,689

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
31.451%	0.000%	$0.00	31.451%

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 #	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
1.2	**Action:** Supplemental School Staffing **Need:** ELA Performance According to the 2025 California Dashboard, overall performance in English Language Arts was at the "Low" level, with students averaging 28.4 points below the standard ("DFS"). This demonstrates that the overall	Supplemental staffing — including interventionists, counselors, and culture/engagement staff — is designed to deliver the additional layers of instruction, mentorship, and social-emotional support that these students need but that core staffing alone cannot provide. This action is provided schoolwide because low-achieving students across all subgroups benefit from these supports, but it is principally directed toward	SBAC ELA, SBAC Math, CAST Science, Renaissance STAR Reading, Renaissance STAR Math, ELPAC, Suspension Rate

Goal and Action #	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
	performance was maintained at -1.6 points. Subgroup performance was as follows: ELs increased to 67.3 points below standard, Long-Term English Learners ("LTELs") increased to 78.5 points below standard, Latino students maintained score to 31.2 points below standard; SED students declined to 39.1 points below standard; and SWD declined to 136.4 points below standard. Math Performance According to the 2025 California Dashboard, overall math performance was at the "Medium" level, with students scoring 34.9 points below the standard ("DFS") and an increase of 18.5 points. This represents an improvement from the "Low" level reported in 2023. Performance by subgroup indicates that Latino students increased to 36.7 points below standard, SED students increased to 41.7 points below standard, SWD increased to 130.9 points below standard, ELs increased to 59.5 points below standard, and LTELs increased to 85 points below standard. Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%.	unduplicated student groups who show the greatest need.	

Goal and Action #	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
	Scope: Schoolwide		
1.5	**Action:** Academic Assessments **Need:** ELA Performance According to the 2025 California Dashboard, overall performance in English Language Arts was at the "Low" level, with students averaging 28.4 points below the standard ("DFS"). This demonstrates that the overall performance was maintained at -1.6 points. Subgroup performance was as follows: ELs increased to 67.3 points below standard, Long-Term English Learners ("LTELs") increased to 78.5 points below standard, Latino students maintained score to 31.2 points below standard; SED students declined to 39.1 points below standard; and SWD declined to 136.4 points below standard. Math Performance According to the 2025 California Dashboard, overall math performance was at the "Medium" level, with students scoring 34.9 points below the standard ("DFS") and an increase of 18.5 points. This represents an improvement from the "Low" level reported in 2023. Performance by subgroup indicates that Latino students increased to 36.7 points below standard, SED students increased to 41.7 points below standard, SWD increased to 130.9 points below standard, ELs increased to 59.5 points	ELs, SED students, and foster/homeless youth are disproportionately represented among students who are not yet meeting academic standards. Systematic assessment and data-driven instruction are particularly critical for these students because their needs are most likely to go unaddressed without explicit identification and monitoring. By ensuring that all teachers use formative assessment data to adjust pacing and differentiate instruction, this action improves the quality of services for unduplicated students across all classrooms.	SBAC ELA, SBAC Math, CAST Science, Renaissance STAR Reading, Renaissance STAR Math, ELPAC

Goal and Action #	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
	below standard, and LTELs increased to 85 points below standard. **Scope:** Schoolwide		
1.6	**Action:** Academic Interventions **Need:** ELA Performance According to the 2025 California Dashboard, overall performance in English Language Arts was at the "Low" level, with students averaging 28.4 points below the standard ("DFS"). This demonstrates that the overall performance was maintained at -1.6 points. Subgroup performance was as follows: ELs increased to 67.3 points below standard, Long-Term English Learners ("LTELs") increased to 78.5 points below standard, Latino students maintained score to 31.2 points below standard; SED students declined to 39.1 points below standard; and SWD declined to 136.4 points below standard. Math Performance According to the 2025 California Dashboard, overall math performance was at the "Medium" level, with students scoring 34.9 points below the standard ("DFS") and an increase of 18.5 points. This represents an improvement from the "Low" level reported in 2023. Performance by subgroup indicates that Latino students increased to 36.7 points below standard, SED students increased to 41.7 points below	Students who are ELs, LTELs, SED, or in foster/homeless youth status are at elevated risk of falling below grade level and disengaging academically. Targeted intervention through Fast 40, tutoring, credit recovery, and interventionist support is designed to close specific skill gaps while maintaining student engagement and reducing suspension risk. This action is schoolwide because low-achieving students are distributed across grade levels and classrooms; however, the interventionists and supports are specifically calibrated to the needs of unduplicated student groups.	SBAC ELA, SBAC Math, CAST Science, Renaissance STAR Reading, Renaissance STAR Math, ELPAC, Suspension Rate

Goal and Action #	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
	standard, SWD increased to 130.9 points below standard, ELs increased to 59.5 points below standard, and LTELs increased to 85 points below standard. Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. **Scope:** Schoolwide		
2.1	**Action:** College Preparedness **Need:** Graduation Rate According to the 2025 California Dashboard, the overall graduation rate was 100% graduated, earning a "Very High" performance level. This demonstrates an increase of 8.2%. Ceiba's graduation rate is higher than the State overall and for all significant subgroups where 100% of students graduated. Ceiba is delivering on the promises made to the community. College/Career Readiness Indicator	ELs, foster youth, and low-income students face the highest barriers to college access: limited family knowledge of college systems, financial constraints, and reduced exposure to college-going peers and mentors. A-G course access, concurrent enrollment, AP programming, and the CCGI initiative directly address these structural barriers. Alumni mentorship and college fairs are especially impactful for first-generation students who lack personal networks in higher education. These supports are delivered schoolwide because a college-going culture benefits all students and reduces the stigma that can accompany targeted services; however, they are principally designed to serve students who would not otherwise have clear pathways to college.	Graduation Rate, College/Career Readiness Indicator, Drop -out Rate, A-G Completion Rates, AP Passage Rate, EAP for ELA and Math, Post-Secondary Opportunities

Goal and Action #	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
	According to the 2025 California Dashboard, the overall college/career readiness indicator was "Very High" with 79.6% prepared which demonstrates an increase of 22.3%. Ceiba's students are more prepared than the State overall (51.7%) and for all significant subgroups. 79.6% of Latino students were prepared, 78% of SED students were prepared, ELs were 71.4% prepared, LTELs were 71.4% prepared. Ceiba will continue its relentless support to meet the mission that all students will be prepared for college/career. **Scope:** Schoolwide		
2.2	**Action:** Apply for College **Need:** Graduation Rate According to the 2025 California Dashboard, the overall graduation rate was 100% graduated, earning a "Very High" performance level. This demonstrates an increase of 8.2%. Ceiba's graduation rate is higher than the State overall and for all significant subgroups where 100% of students graduated. Ceiba is delivering on the promises made to the community. College/Career Readiness Indicator According to the 2025 California Dashboard, the overall college/career readiness indicator was "Very High" with 79.6% prepared which demonstrates an increase of 22.3%. Ceiba's	The practical steps of applying to college — completing applications, navigating financial aid, visiting campuses, and understanding admissions requirements — are less familiar to first-generation students and their families. ELs, foster youth, and low-income students disproportionately lack the social capital and logistical support to complete this process independently. Application workshops, financial aid sessions, college field trips, and alumni mentorship remove these barriers directly. Delivered schoolwide to build a universal college-going culture at Ceiba.	Graduation Rate, College/Career Readiness Indicator, Drop -out Rate, A-G Completion Rates, AP Passage Rate, EAP for ELA and Math, Post-Secondary Opportunities

Goal and Action #	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
	students are more prepared than the State overall (51.7%) and for all significant subgroups. 79.6% of Latino students were prepared, 78% of SED students were prepared, ELs were 71.4% prepared, LTELs were 71.4% prepared. Ceiba will continue its relentless support to meet the mission that all students will be prepared for college/career. **Scope:** Schoolwide		
3.1	**Action:** Parent Involvement **Need:** ELA Performance According to the 2025 California Dashboard, overall performance in English Language Arts was at the "Low" level, with students averaging 28.4 points below the standard ("DFS"). This demonstrates that the overall performance was maintained at -1.6 points. Subgroup performance was as follows: ELs increased to 67.3 points below standard, Long-Term English Learners ("LTELs") increased to 78.5 points below standard, Latino students maintained score to 31.2 points below standard; SED students declined to 39.1 points below standard; and SWD declined to 136.4 points below standard. Math Performance According to the 2025 California Dashboard, overall math performance was at the "Medium" level, with students scoring 34.9 points below	Parents of ELs, SED students, and foster/homeless youth face distinctive barriers to school engagement: language access, work schedules, unfamiliarity with U.S. school systems, and in some cases instability of housing or employment. Multilingual communication, culturally responsive workshops, flexible meeting times, and direct outreach through the Director of Parent Engagement are specifically designed to lower these barriers. Parent engagement has a documented positive effect on student achievement for unduplicated students, making this investment schoolwide in reach but targeted in design.	Parent/Guardian Workshops, SSC/ELAC/CCSG Advisory Committee, Volunteerism, Parent/Guardian Survey

Goal and Action #	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
	the standard ("DFS") and an increase of 18.5 points. This represents an improvement from the "Low" level reported in 2023. Performance by subgroup indicates that Latino students increased to 36.7 points below standard, SED students increased to 41.7 points below standard, SWD increased to 130.9 points below standard, ELs increased to 59.5 points below standard, and LTELs increased to 85 points below standard. Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. **Scope:** Schoolwide		
3.3	**Action:** Parent Workshops **Need:** ELA Performance According to the 2025 California Dashboard, overall performance in English Language Arts was at the "Low" level, with students averaging 28.4 points below the standard ("DFS"). This demonstrates that the overall performance was maintained at -1.6 points.	PIQE, PPP, College Knowledge, and other workshop programming are specifically designed to build the knowledge and confidence of families who are navigating U.S. schools for the first time, often in a second language. These programs equip parents with tools to support academic achievement, college preparation, and positive family dynamics at home — all of which have measurable effects on outcomes for ELs, SED students, and foster/homeless youth. Offered schoolwide to reduce stigma and maximize	Parent/Guardian Workshops, SSC/ELAC/CCSG Advisory Committee, Volunteerism, Parent/Guardian Survey

Goal and Action #	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
	Subgroup performance was as follows: ELs increased to 67.3 points below standard, Long-Term English Learners ("LTELs") increased to 78.5 points below standard, Latino students maintained score to 31.2 points below standard; SED students declined to 39.1 points below standard; and SWD declined to 136.4 points below standard. Math Performance According to the 2025 California Dashboard, overall math performance was at the "Medium" level, with students scoring 34.9 points below the standard ("DFS") and an increase of 18.5 points. This represents an improvement from the "Low" level reported in 2023. Performance by subgroup indicates that Latino students increased to 36.7 points below standard, SED students increased to 41.7 points below standard, SWD increased to 130.9 points below standard, ELs increased to 59.5 points below standard, and LTELs increased to 85 points below standard. Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. **Scope:**	participation, but principally serving unduplicated families.	

Goal and Action #	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
	Schoolwide		
4.1	**Action:** Behavioral Interventions **Need:** Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:** Schoolwide	Foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students experience disproportionately high rates of chronic absenteeism, suspension, and disengagement. The student engagement actions in Goal 4 address this through a coordinated system of behavioral supports, extracurricular opportunities, climate-building practices, student voice mechanisms, intervention monitoring, and social-emotional resources. Each action is calibrated to the specific barriers these students face: trauma exposure, housing instability, language barriers, and limited connections to school community. These actions are provided schoolwide because a positive school climate and strong sense of belonging benefit all students, while the design and targeting of each action ensures that unduplicated students receive proportionally greater benefit.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP Participation, Discipline Tracking
4.3	**Action:** Extracurricular Activities	Foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students	Attendance Rate, Chronic Absenteeism Rate,

Goal and Action #	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
	Need: Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:** Schoolwide	experience disproportionately high rates of chronic absenteeism, suspension, and disengagement. The student engagement actions in Goal 4 address this through a coordinated system of behavioral supports, extracurricular opportunities, climate-building practices, student voice mechanisms, intervention monitoring, and social-emotional resources. Each action is calibrated to the specific barriers these students face: trauma exposure, housing instability, language barriers, and limited connections to school community. These actions are provided schoolwide because a positive school climate and strong sense of belonging benefit all students, while the design and targeting of each action ensures that unduplicated students receive proportionally greater benefit.	Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP Participation, Discipline Tracking
4.5	**Action:** Environment/Climate **Need:** Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as	Foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students experience disproportionately high rates of chronic absenteeism, suspension, and disengagement. The student engagement actions in Goal 4 address this through a coordinated system of behavioral supports, extracurricular opportunities,	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP

Goal and Action #	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
	"Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:** Schoolwide	climate-building practices, student voice mechanisms, intervention monitoring, and social-emotional resources. Each action is calibrated to the specific barriers these students face: trauma exposure, housing instability, language barriers, and limited connections to school community. These actions are provided schoolwide because a positive school climate and strong sense of belonging benefit all students, while the design and targeting of each action ensures that unduplicated students receive proportionally greater benefit.	Participation, Discipline Tracking
4.8	**Action:** Student Actions **Need:** Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at	Foster youth, homeless youth, English Learners, and socioeconomically disadvantaged students experience disproportionately high rates of chronic absenteeism, suspension, and disengagement. The student engagement actions in Goal 4 address this through a coordinated system of behavioral supports, extracurricular opportunities, climate-building practices, student voice mechanisms, intervention monitoring, and social-emotional resources. Each action is calibrated to the specific barriers these students face: trauma exposure, housing instability, language barriers,	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP Participation, Discipline Tracking

Goal and Action #	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
	1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:** Schoolwide	and limited connections to school community. These actions are provided schoolwide because a positive school climate and strong sense of belonging benefit all students, while the design and targeting of each action ensures that unduplicated students receive proportionally greater benefit.	
4.9	**Action:** Intervention Monitoring **Need:** Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate	This action will ensure that all students receive timely and targeted support by having MTSS Directors oversee behavior and academic intervention programs during the school day and after school. Special focus will be placed on monitoring interventions for Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students, who often require additional support to thrive. By analyzing data, guiding the ELD program, and assisting teachers with differentiated instruction, this action promotes equity and ensures that every student, regardless of background, has access to the resources and support needed for success.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP Participation, Discipline Tracking,

Goal and Action #	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
	According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:** Schoolwide		
4.10	**Action:** PD for Social Emotional Well-Being **Need:** Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant	This action will strengthen staff capacity to support all students by providing professional development focused on mindfulness, trauma-informed practices, and the STAT process. By helping teachers and staff address their own mental health and social-emotional well-being, the school creates a more stable and empathetic environment for students. Special attention will be given to understanding and addressing the unique challenges faced by Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students, ensuring that those most impacted by trauma receive the care and support they need while improving the overall climate for all learners.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP Participation, Discipline Tracking,

Goal and Action #	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
	subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:** Schoolwide		
4.11	**Action:** Resources on Social Emotional Well-Being **Need:** Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had	This action will support the social-emotional well-being of all students by providing resources and strategies on stress management, mindfulness, and restorative practices to students, families, and school staff. These supports are especially critical for Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students who may experience higher levels of trauma or instability. By equipping the school community with tools to foster emotional resilience and healthy relationships, this action will promote a safe and supportive environment that benefits the well-being and academic success of every student.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP Participation, Discipline Tracking,

Goal and Action #	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
	0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:** Schoolwide		
4.12	**Action:** Increase Student Engagement **Need:** Suspension Rate According to the 2025 California Dashboard, the overall suspension rate was classified as "Very Low" at 1.2% suspended at least one day. This demonstrates a 3.4% decline overall, with a few disparities among subgroups. LTELs at 2.8% suspended at least one day (6.6% decline), ELs at 2.2%. SED students at 1.2% suspended at least one day, Latino students at 1.2%, HY at 0%, but SWD at 5.9%. Chronic Absenteeism Rate According to the 2025 California Dashboard, for grades 6-8 only, Ceiba reduced its overall chronic absenteeism rate to 11.9%, earning a "Medium" performance level exceeding the State rate (17.1%) overall and for significant subgroups. This reflects meaningful improvement. LTELs had a rate of 12.5%, SED students had 11.3% chronically absent, ELs had 9.5% chronically absent, SWD had 0% chronically absent, and Latino students at 11.6% chronically absent. **Scope:**	This action will enhance student engagement and school connectedness by fostering an inclusive, supportive environment where all students feel seen, heard, and valued. Restorative justice practices and targeted training for students, staff, and families will help build trusting relationships and a positive school culture, with a focus on the specific needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students who may face greater barriers to connection and belonging. While these efforts are designed to uplift vulnerable student groups, they will improve the overall climate and sense of community for all students on campus.	Attendance Rate, Chronic Absenteeism Rate, Suspension Rate, Expulsion Rate, Survey Results, Social Emotional Support, Extracurricular Activities, ASP Participation, Discipline Tracking,

Goal and Action #	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
	Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Support for English Learners **Need:** English Language Progress Indicator According to the California Dashboard, the English Learner Progress Indicator significantly improved from 2023 to 2024 and again from 2024 to 2025. In 2023, performance was at the "Very Low" level, with only 40.9% of ELs making progress toward English language proficiency. By 2024, however, performance increased notably to the "High" level, with 45.6% of ELs and 47.3% of LTELs achieving one year of growth in language proficiency. In 2025, again performance increased notably to the "Very High" level, with 55.8% of ELs exceeding the State (46.4%) and 59.7% of LTELs achieving one year of growth. This indicates meaningful progress in supporting English Learners at Ceiba. **Scope:**	English Learners require dedicated language acquisition instruction to make measurable progress toward English proficiency each year. Integrated ELD, designated ELD instruction by proficiency level, ELPAC monitoring, and four-year RFEP tracking are designed specifically for this student group and are not provided to the general student population. This action is limited to the unduplicated EL student group.	ELPI, EL reclassification Rate, SBAC ELA, Math, Science for ELs and LTELs

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

The Minimum Proportionality Percentage (MPP) will be 31.451%. The Supplemental funds, actions, and services provide additional layers of service for foster youth, homeless youth, socioeconomically disadvantaged students, English learners, and re-designated fluent English proficient students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention and enrichment activities and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for Ceiba to increase its support systems. This percentage serves as the benchmark with which Ceiba will measure this plan to increase or improved services to unduplicated pupils as compared to services provided to all pupils. Through the goals set in the LCAP, Ceiba believes sufficient services will be provided to meet or exceed the mandated minimum percentage.

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.

Ceiba will utilize the additional concentration grant funding to provide supplemental staff, after-school program staff, summer school/intersession staff, academic interventions, and staff to support college attendance, parent involvement, parent workshops, extracurricular activities, and social emotional well-being.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:20
Staff-to-student ratio of certificated staff providing direct services to students		1:18

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	$5,653,002	1,777,926	31.451%	0.000%	31.451%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,255,885.00	$1,797,900.00	$59,000.00	$635,900.00	$8,748,685.00	$7,081,800.00	$1,666,885.00

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	1.1	Appropriately Staff School	All	No			All Schools	2026-27	$4,588,669.00	$250,000.00	$3,588,669.00	$1,000,000.00		$250,000.00	$4,838,669.00	
1	1.2	Supplemental School Staffing	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$1,161,331.00	$0.00	$1,161,331.00				$1,161,331.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2026-27	$17,700.00	$157,300.00	$157,300.00			$17,700.00	$175,000.00	
1	1.4	Support Students with Disabilities	Students with Disabilities	No			All Schools	2026-27	$873,000.00	$0.00	$500,000.00	$100,000.00		$273,000.00	$873,000.00	
1	1.5	Academic Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$15,300.00	$15,300.00				$15,300.00	
1	1.6	Academic Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$40,000.00	$10,200.00		$50,200.00			$50,200.00	
2	2.1	College Preparedness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$74,000.00	$96,000.00	$20,000.00	$148,000.00		$2,000.00	$170,000.00	
2	2.2	Apply for College	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$25,500.00	$25,500.00				$25,500.00	

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
2	2.3	Credit Recovery	All	No			All Schools	2026-27	$0.00	$20,000.00		$20,000.00			$20,000.00	
3	3.1	Parent Involvement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-26	$36,200.00	$0.00	$13,000.00			$23,200.00	$36,200.00	
3	3.2	Home School Communications	All	No			All Schools	2025-26	$8,000.00	$0.00				$8,000.00	$8,000.00	
3	3.3	Parent Workshops	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2025-26	$30,000.00	$26,000.00	$26,000.00			$30,000.00	$56,000.00	
4	4.1	Behavioral Interventions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$8,000.00	$42,000.00	$39,000.00	$8,000.00	$3,000.00		$50,000.00	
4	4.2	Social Emotional Well-Being	All	No			All Schools	2026-27	$0.00	$132,000.00		$100,000.00		$32,000.00	$132,000.00	
4	4.3	Extracurricular Activities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$5,000.00	$127,500.00	$76,500.00		$56,000.00		$132,500.00	
4	4.4	Facilities	All	No			All Schools	2026-27	$0.00	$750,000.00	$428,000.00	$322,000.00			$750,000.00	
4	4.5	Environment/Climate	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$1,020.00	$1,020.00				$1,020.00	
4	4.6	Board Actions	All	No			All Schools	2026-27	$0.00	$3,100.00	$3,100.00				$3,100.00	
4	4.7	Staff Actions	All	No			All Schools	2026-27	$19,700.00	$0.00		$19,700.00			$19,700.00	
4	4.8	Student Actions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$765.00	$765.00				$765.00	
4	4.9	Intervention Monitoring	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-27	$95,200.00	$0.00	$95,200.00				$95,200.00	

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
4	4.10	PD for Social Emotional Well-Being	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$10,200.00	$10,200.00				$10,200.00	
4	4.11	Resources on Social Emotional Well-Being	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$105,000.00	$0.00	$75,000.00	$30,000.00			$105,000.00	
4	4.12	Increase Student Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-27	$20,000.00	$0.00	$20,000.00				$20,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,653,002	1,777,926	31.451%	0.000%	31.451%	$1,736,116.00	0.000%	30.711 %	**Total:**	$1,736,116.00
								LEA-wide Total:	$0.00
								Limited Total:	$157,300.00
								Schoolwide Total:	$1,578,816.00

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	**1.2**	Supplemental School Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,161,331.00	
1	**1.3**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$157,300.00	
1	**1.5**	Academic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,300.00	
1	**1.6**	Academic Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.1**	College Preparedness	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.2**	Apply for College	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,500.00	
3	**3.1**	Parent Involvement	Yes	Schoolwide	English Learners Foster Youth	All Schools	$13,000.00	

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 (%)
					Low Income			
3	3.3	Parent Workshops	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
4	4.1	Behavioral Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$39,000.00	
4	4.3	Extracurricular Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$76,500.00	
4	4.5	Environment/Climate	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,020.00	
4	4.8	Student Actions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$765.00	
4	4.9	Intervention Monitoring	Yes	Schoolwide	English Learners Foster Youth Low Income		$95,200.00	
4	4.10	PD for Social Emotional Well-Being	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,200.00	
4	4.11	Resources on Social Emotional Well-Being	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
4	4.12	Increase Student Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,748,685.00	$7,050,573.01

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	**1.1**	Appropriately Staff School	No	$4,838,669.00	$3,820,957.00
1	**1.2**	Supplemental School Staffing	Yes	$1,161,331.00	$1,337,373.40
1	**1.3**	Support for English Learners	Yes	$175,000.00	$68,448.50
1	**1.4**	Support Students with Disabilities	No	$873,000.00	$836,142.66
1	**1.5**	Academic Assessments	Yes	$15,300.00	$9,023.03
1	**1.6**	Academic Interventions	Yes	$50,200.00	$8,122.63
2	**2.1**	College Preparedness	Yes	$170,000.00	$179,769.47
2	**2.2**	Apply for College	Yes	$25,500.00	$29,586.47
2	**2.3**	Credit Recovery	No	$20,000.00	$19,226.78
3	**3.1**	Parent Involvement	Yes	$36,200.00	$38,207.68
3	**3.2**	Home School Communications	No	$8,000.00	$9,876.32

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)
3	3.3	Parent Workshops	Yes	$56,000.00	$23,950.31
4	4.1	Behavioral Interventions	Yes	$50,000.00	$66,586.40
4	4.2	Social Emotional Well-Being	No	$132,000.00	$56,950.47
4	4.3	Extracurricular Activities	Yes	$132,500.00	$101,324.89
4	4.4	Facilities	No	$750,000.00	$273,523.04
4	4.5	Environment/Climate	Yes	$1,020.00	$10,788.00
4	4.6	Board Actions	No	$3,100.00	$3,646.52
4	4.7	Staff Actions	No	$19,700.00	$11,162.86
4	4.8	Student Actions	Yes	$765.00	$600.00
4	4.10	Intervention Monitoring	Yes	$95,200.00	$40,550.68
4	4.11	PD for Social Emotional Well-Being	Yes	$10,200.00	$12,468.33
4	4.12	Resources on Social Emotional Well-Being	Yes	$105,000.00	$72,200.47
4	4.13	Increase Student Engagement	Yes	$20,000.00	$20,087.10

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,731,116	$2,104,216.00	$2,019,087.36	$85,128.64	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental School Staffing	Yes	$1,161,331.00	$1,337,373.40		
1	1.3	Support for English Learners	Yes	$175,000	$68,448.50		
1	1.5	Academic Assessments	Yes	$15,300.00	$9,023.03		
1	1.6	Academic Interventions	Yes	$50,200.00	$8,122.63		
2	2.1	College Preparedness	Yes	$170,000.00	$179,769.47		
2	2.2	Apply for College	Yes	$25,500.00	$29,586.47		
3	3.1	Parent Involvement	Yes	$36,200.00	$38,207.68		
3	3.3	Parent Workshops	Yes	$56,000.00	$23,950.31		
4	4.1	Behavioral Interventions	Yes	$50,000.00	$66,586.40		
4	4.3	Extracurricular Activities	Yes	$132,500.00	$101,324.89		
4	4.5	Environment/Climate	Yes	$1,020.00	$10,788.00		
4	4.8	Student Actions	Yes	$765.00	$600.00		
4	4.10	Intervention Monitoring	Yes	$95,200.00	$40,550.68		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing 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)
4	4.11	PD for Social Emotional Well-Being	Yes	$10,200.00	$12,468.33		
4	4.12	Resources on Social Emotional Well-Being	Yes	$105,000.00	$72,200.47		
4	4.13	Increase Student Engagement	Yes	$20,000.00	$20,087.10		

2025-26 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)
$5,534,259	$1,731,116	0%	31.280%	$2,019,087.36	0.000%	36.483%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(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 32627(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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

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 32627(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 32627(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 32627(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).

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