LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Design
CDS Code: 19768690119636
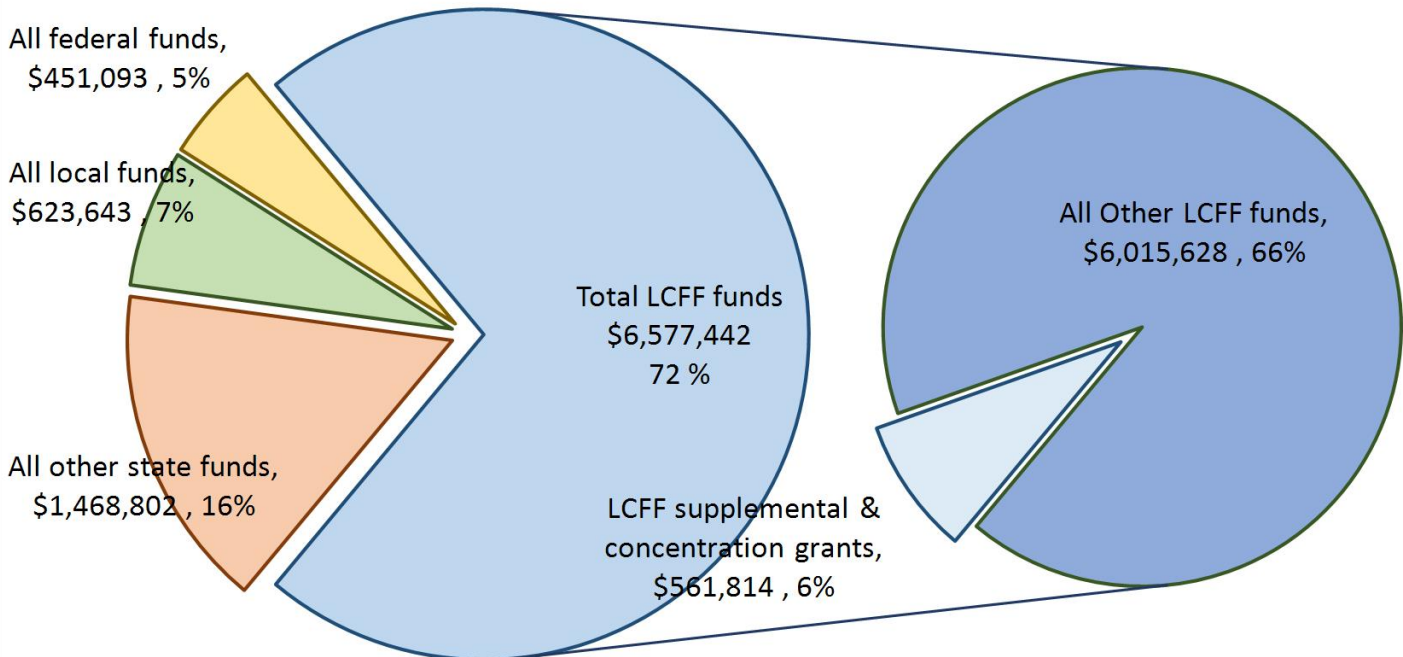School Year: 2023-24
LEA contact information:
Russell Stoll
Principal

310-725-5800

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $451,093 , 5%

All local funds, $623,643 , 7%

All other state funds, $1,468,802 , 16%

Total LCFF funds $6,577,442 72 %

LCFF supplemental & concentration grants, $561,814 , 6%
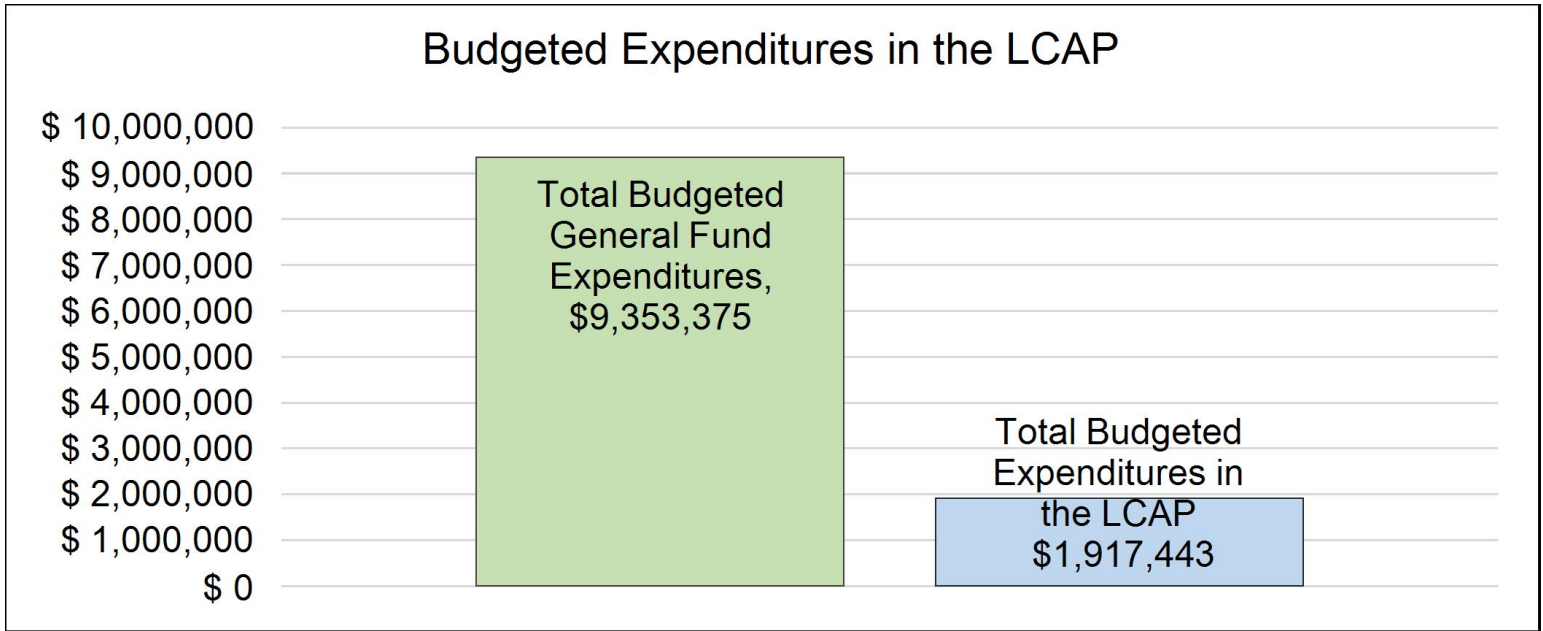
All Other LCFF funds, $6,015,628 , 66%

This chart shows the total general purpose revenue Da Vinci Design 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 Da Vinci Design is $9,120,980, of which $6,577,442 is Local Control Funding Formula (LCFF), $1,468,802 is other state funds, $623,643 is local funds, and $451,093 is federal funds. Of the $6,577,442 in LCFF Funds, $561,814 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $9,353,375

Total Budgeted Expenditures in the LCAP $1,917,443

This chart provides a quick summary of how much Da Vinci Design plans to spend for 2023-24. 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: Da Vinci Design plans to spend $9,353,375 for the 2023-24 school year. Of that amount, $1,917,443 is tied to actions/services in the LCAP and $7,435,932 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
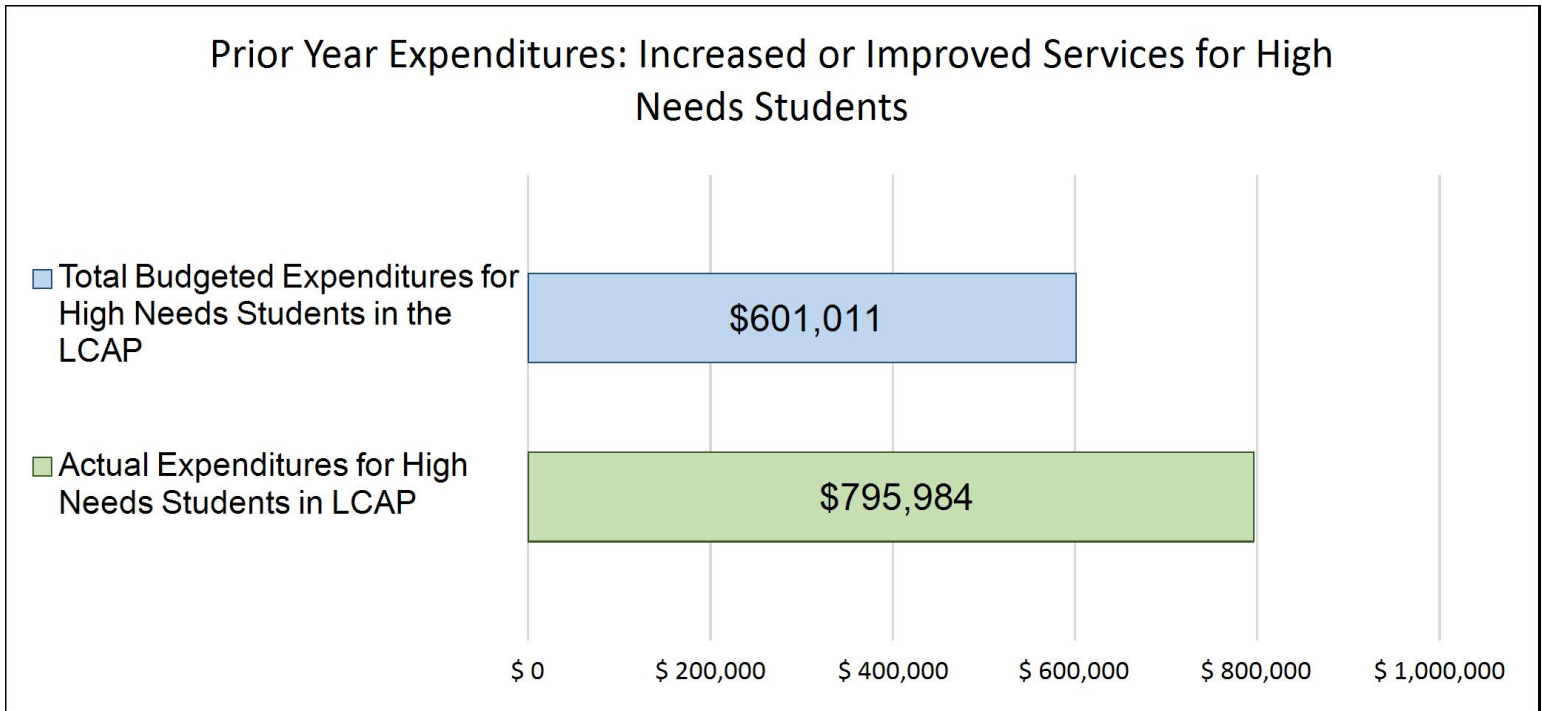
Various Classified Staff Such as Custodial, Office Managers and other Operational Staff. Other Non-Student Service based Operational Expenses such as Insurance, Legal, District Oversight, Payroll Fees, IT Services, Communications, Copier Leases & Food Services.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Da Vinci Design is projecting it will receive $561,814 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Design must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Design plans to spend $673,392 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$601,011
☐ Actual Expenditures for High Needs Students in LCAP	$795,984

Axis: $ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000

This chart compares what Da Vinci Design budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Da Vinci Design 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 2022-23, Da Vinci Design's LCAP budgeted $601,011 for planned actions to increase or improve services for high needs students. Da Vinci Design actually spent $795,984 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $194,973 had the following impact on Da Vinci Design's ability to increase or improve services for high needs students:

No Material Difference or Impact.

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
Da Vinci Design	Russell Stoll Principal	rstoll@davincischools.org 310-725-5800

Plan Summary [2023-24]

General Information

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

Da Vinci Design exists to provide our students a rigorous, relevant, and hands-on college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. The focus of Da Vinci Design is to provide a springboard for students to prepare for college and career in the greater design field and beyond.

Our vision for Da Vinci Design is that each and every student has the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. While many schools today are talking about what it means to prepare students for our 21st century global society, at Da Vinci Design we are employing methodologies that incorporate technology, contact with "real world" workplaces and skills development, and development of learning habits and core competencies that prepare all of our students to succeed in college and beyond. Many of the students we serve will be the first in their families to attend college. These students characteristically regard college as an unrealistic dream – it is too expensive, too difficult, and not for someone like them. Thus a critical goal of our program is to help these students and families understand that college is in fact a realistic option in which they can succeed.

Da Vinci Design strives to provide an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community. Almost every decision at Da Vinci is marked by the questions: "How does it connect to the real world?" and "How can we get more kids to and through college?" Our mission is: We are a learning community that challenges and empowers students to be empathetic, collaborative and critical thinkers.

Da Vinci Design's goal is to enable students to become self-motivated, competent, life-long learners through learning that is initiated and pursued by the students under the guidance of Da Vinci Design's staff. The focus is on providing a high-quality educational program that

enables students to achieve proficient to advanced student performance on state standards, while preparing all students to enter digital design, architecture, or their chosen fields of study and career. This is done both in core classes as well as via our newly added and focused Career Pathway classes. Our goal is for students to achieve a better than the average education when compared to California public school students in total. Students are expected to achieve a minimum of one year of academic growth for each year of study. In addition, it is our goal to meet or exceed those state (e.g., CASSP) and federal (e.g., No Child Left Behind) standards and goals that apply to charter schools. Therefore, Da Vinci Design has, as its highest priorities, to:

- Promote quality college preparatory education, leveraging design thinking and problem solving.
- Employ highly qualified teachers critical to the creation of a new generation of innovators.
- Prepare curriculum that will lead to enhancement of the undergraduate education of the future design workforce.
- Involve talented design undergraduate students, postgraduate professionals, and other career specialists in the mentoring of students.

Da Vinci Design's core values reflect research-validated best practices that consistently produce well-educated, urban students prepared to enter and succeed in college and become educated citizens in the 21st century. We know that all students, including students in historically underachieving communities, can successfully learn at high levels. They have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The LEA is most proud of the Career Pathway development implementation, ELA scores. EL supports, and a decline in a majority of subgroups on suspension. The career pathway classes are accessible to all subgroups at each grade level. Students take more general classes for exposure in each pathway in 9th and 10th grade and then choose a pathway where they will take focused classes in either Architecture, Digital Design, or for their 11th and 12th grade years. Students are eligible to earn credit at our local community college for Architecture, which is a huge advantage for all, but especially our low-income students for whom cost is often the largest obstacle to postsecondary education.

Our ELA scores on the Grade 11 SBAC ELA Assessment are consistently well above state average (with the most recent 2019 state rate at 2.5 points below average and Da Vinci Design scoring 60.9 points above average with a 5.3 increase from 2018). We plan on maintaining this by keeping our double block of English freshman year, as well as building on more structured language and tools within the department during professional development time.

With English Language Learner supports, 100% of students increased by one mastery level within their English class. EL learners have shown progress towards English language proficiency on the Summative ELPAC exam, with a baseline of 56.3% of EL students moving up at least one ELPI (English Learner Progress Indicator) level in 2018-19 (a rate 8% higher than the state rate of 48.3% for the same year). We plan to continue to offer the seminar for targeted, small-group ELA support and our Title 1 Coordinator will offer a workshop during Professional Development for all staff to provide strategies as well as detailed information on each student, their progress, and how to best support them.

There was a decline in suspension rates between 2017 and 2019 for most subgroups, including our low-income students as per the data on the CA Dashboard, and our 2.4% suspension rate is below the state average of 3.4%. Having three counselors for a school of 525 students allows for more individualized follow up and support. We plan to maintain and build on this by sending a few key staff members to a restorative practices conference in order to learn more about different ways to support students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

One local performance indicator that is a need for Da Vinci Design is in the area of Mathematics. As per the CA Dashboard Da Vinci Design scored 46 points below standard in 2019. While this was a 22.7 point increase from 2018, it is still 12.5 points below the state average of 33.5 points below standard. CAASPP testing was suspended due to COVID 19 closure in 2020, and while DVD will assess our 11th graders on CAASPP in 2021, the remote testing interface and access challenges will be a consideration in whether or not current scores are valid. Da Vinci Design has implemented a placement policy that more properly places students in math classes so that they receive the proper foundation. We plan on continuing this as well as adding in more fundamentals classes for students who not ready to take a high school math course initially. In 2021-22 we also began MAP testing in both ELA & Math to trach growth and drill deeper into proficiency in both areas. Additionally, targeted intervention seminars will be implemented with content teachers to ensure extra math support. Lastly, we plan on continuing to utilize math support coaches in the classroom to support the students and allow for small group instruction in addition to what the teacher can offer.

We also noticed that students did not perform nearly as well on PSAT exams on math as they did in ELA. We want to make sure students are competitive on these examinations so that they can in turn be more competitive in their college application process. At a recent meeting with Alumni, it was identified as an area of need as well. Teachers plan on implementing more snippets of test prep in their classes and we will offer a broader SAT and ACT prep course. We will continue to offer these at no cost (if during the school day) or at a very discounted rate (for the after-school programs).

Through our WASC Self-Study, we have also identified the following as goals we will be working on based on areas of growth:

- Develop a more holistic and integrated school-wide intervention system.

- Create a mission-aligned credit recovery model, along with increased options for students on alternate and/or non-college bound pathways.
- Align department standards and track over time to ensure student readiness for the various standardized assessments they will encounter.
- Provide more opportunities for teacher support and professional growth.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of this year's LCAP include intervention plans, attendance, and college & career readiness.

Our interventions for intensive and individualized credit recovery continued from year's past. These recovery courses allowed students who were credit and/or skill deficient to make up those courses while fine tuning their skills in the areas of humanities, math and science. In addition to these courses, we also added a seminar class for the most at-risk students in each grade level. These students were identified by grade-level teachers and counselors. This course met twice a week for the entirety of the first semester. Students were supported in content, organization, study skills and more. We have also started work on a more holistic and school wide intervention program.

Attendance was one of many school wide foci for Da Vinci Design. The staff set a goal for 96% ADA. Grade-level teachers created systems for tracking attendance and communicating with administration in order to put students on attendance contracts and make families aware.

In the realm of college and career readiness, our pathway programs, partially funding by the CTEIG (Career Technical Education Incentive Grant) gained much traction. We currently have two career pathways: Architecture and Digital Design. Work started with the advisory committee three years ago, in which we have gained major insights from industry and post-secondary partners. We also launched a third pathway, Entrepreneurship, in 2019-2020.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Da Vinci Design has engaged in meaningful consultation with parents at our school through our School Site Councils (SSC), Parent Advisory Committee (PAC), and through and Local Control Accountability Plan Committee (LCAP) and Learning Continuity and Attendance Plan (LCP) Committee. The SSC develops a needs assessment for their school that drives the development of DVD LEA/School Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans describe the methods and instructional strategies that strengthen our academic program, review intervention supports, and address the needs of all children to ultimately develop the budget for the site's Title I funding. Every year the DVD LEA/SPSA is evaluated, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (math, English-Language Arts, science), safety, and technology.

SSC/PAC/LCAP/LCP Committees that engage families, certificated, and classified staff, work to ensure that DVD is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of DVD Title I funds are used to assist with coordination and facilitation of activities related to these areas of focus. The board policies and administrative regulations ensure parent and family engagement is taking place at the school.

There is an abundance of research supporting parent involvement in relation to positive student outcomes and, specifically, how such involvement acts as a predictor of early adolescents' school bonding and academic achievement. More specifically, several studies examine the ways in which immigrant parents' school involvement has been defined and implemented by schools, barriers to immigrant parents' involvement in schools, and the implications for the development and implementation of practices which promote immigrant parents' involvement in schools (Hajisoteriou, Christina, and Panayiotis Angelides. "Promoting immigrant parental involvement in culturally-diverse schools through a multiple perspectives approach." International Journal of Pedagogies and Learning 11.2 (2016): 145-162.). Based on research and input from school surveys, DVD has determined the need for the development of successful systems to increase low income and immigrant parent involvement at school/district events and as a part of stakeholder committee work via staff outreach in Spanish or other languages spoken by parents of English Learners and outreach via a parent engagement liaison. Our ongoing observations indicate that both outreach efforts are effective in connecting in increasing engagement of parents of low-income, English learners, and foster youth.

Additional stakeholder feedback was gathered in a variety of ways: Parent Surveys, Student Surveys, Staff Surveys, School Site Council Zoom meetings, Parent Advisory Committee meeting via Zoom, Parent Meetings and Monthly Q&A sessions with Administration, School Staff Meetings, and Central Office Leadership Meetings.

A summary of the feedback provided by specific educational partners.

School site council members, parents, and staff provided feedback on drafts of the document in multiple meetings leading up to finalization. Educational partners provided individual feedback on draft documents as well as participated in discussions that ranged from thoughts on the structure of metrics and outcomes within specific goals, as well as ways to ensure that the metrics and outcomes will be measured and

reflected on to fidelity. Attendees of multiple SSC and staff meetings reviewed our baseline data and provided key feedback that ensured the development of actions critical to the success of our unduplicated student populations. Specific changes were made to the document in each draft according to the feedback and recommendations provided along the way, and the advice of educational partners was taken into account in the development of the expenditures within individual actions as well. Members of the Public had the opportunity to provide input regarding a complete draft of the plan and the actions and expenditures at the public hearing held on: June 14, 2021 before the final draft went to the Da Vinci Schools Board of Trustees.

In the 2022-23 school year, various meetings were which that elicited feedback from educational partners. Educational partners provided feedback which showed support for the existing goals and actions, and their feedback also helped to shape the implementation of these goals and actions, specifically regarding elements such as graduation success rates, school environment, school culture, MTSS efforts, and achievement data. Members of the Public will have the opportunity to provide input regarding a complete draft of the plan and the actions and expenditures at the public hearing held on June 22, 2022 before the final draft goes to the Da Vinci Schools Board of Trustees.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

With the goals identified, actions and expenditures were defined through a series of stakeholder meetings throughout the 2020-2021 school year via ZOOM, staff and community surveys, and consultation with school staff, and administrators. Based on extensive stakeholder feedback, multiple additions were made to the current LCAP actions that were not included in the original 2017-20 LCAP to increase access and decrease the achievement gap for unduplicated students, and ultimately ensure equity and the success of all students. Additional academic coaching support and training for academic coaches and paraeducators in Goal 1 will be critical to addressing the achievement gap by providing additional and more effective monitoring, supports, and tutoring opportunities for unduplicated students. Additional counseling and administrative staffing that were not present in the original LCAP are now key components in ensuring that our highest needs students have the individualized attention and socio-emotional and behavioral supports that they need to find success. They also provide key supports for our unduplicated students, whether in restorative justice programs and alternatives to suspension or to ensuring a that underrepresented students have additional supports in navigating the college application and enrollment process. Additionally in Goal 2 we've added new professional development opportunities in restorative practices, diversity/equity/inclusion, and culturally relevant instruction practices and based on stakeholder feedback are also spending Extended Learning Opportunity Program dollars on trauma informed professional development as well. Existing intervention and support classes in Goals 3 and 4 are being bolstered by diagnostic and reading development software not included in the previous LCAP to help ensure that we catch struggling students earlier and are able to provide more relevant supports and interventions sooner. An English Language Intervention Specialist is also a new addition to this plan to ensure that all of our English Learners have a point person on campus to ensure their success. Multi-Tiered student supports have further been added to ensure that ongoing progress monitoring and response are part of our mid-year process to ensure that grade level progress monitoring continues to be a critical part of our quarterly practice to ensure that fewer students slip through the cracks as the year progresses. Finally, in Goal 5, educational partners were clear that college and career success are at the foundation of our work, and that college and career readiness courses, career and college exploration and exposure, and supports throughout the college application process

were critical to ensuring the success of all Da Vinci graduates, and particularly those from traditionally underserved backgrounds, as they navigate their next steps in life beyond high school.

During the 22-23 school year, leading up to the annual update of the current LCAP, stakeholder meetings continued with staff (in-person), School Site Council (via Zoom), and Parent Advisory Committee (PAC), along with community surveys and other consultation with administrators and student representative groups. Key feedback was given which determined the effectiveness of specific actions, and also which determined the challenges or successes in the implementation of actions. For example, regarding Goal 2, there was continued support from educational partners regarding the importance of off-campus learning opportunities for students like field trips, overnighter camp, and exhibitions, which increases students' sense of purpose and connection to the school environment. Another example of key feedback is regarding Goals 3 and 4, with recommendations to focus intervention efforts via the MTSS committed on subgroups for increased achievement in ELA and Math. Additional key feedback regarding Goal 5 came from parent advisory committee where analysis was shared regarding the success of CTE completion and dual enrollment efforts and the importance of integrated college and career readiness strategies.

Goals and Actions

Goal

Goal #	Description
1	Da Vinci Design students will have access to the academic materials, instruction, interventions, and facilities necessary to produce excellence in their educational experience and academic outcomes. Courses will be taught by credentialed teachers engaged in the ongoing practice of instructional and curricular development, evaluation, and improvement. Students will learn in facilities that are clean, safe, and well maintained, and will have access to the instructional materials best suited to maximizing learning outcomes.

An explanation of why the LEA has developed this goal.
DVD educational partners believe that the foundation to an excellent education starts with the basic building blocks of our school. In order for students to continue to grow as well as to remain at the top of their educational game, our school needs to provide students with the facilities, materials, curriculum, and instruction that they need in order to maintain outstanding outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The school will provide all students access to instructional materials and resources in print or electronic formats.	100% of students had access to instructional materials in print or electronic formats in 2020-21.	100% of students had access to instructional materials in print or electronic formats in 2021-22.	100% of students had access to instructional materials in print or electronic formats in 2022-23.		100% of students will have access to instructional materials in print or electronic formats.
Teachers will be appropriately assigned to their courses and students based on the credentials that they hold.	DVD had 3 total teacher misassignments (11%) in 2020-21.	Official CDE Teacher Misassignment data is not yet available for 2021-22, however DVD anticipates 2 total teacher misassignments in 2021-22.	Official CDE Teacher Misassignment data is not yet available for 2022-23, however DVD anticipates 0 total teacher misassignments in 2022-23.		100% of teachers are properly assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers and administrators will identify and monitor the ongoing individualized learning needs of each teacher.	100% of teachers participated in a reflective evaluation process in 19-20, and of those teachers, 96% earned a positive evaluation.	100% of teachers are currently participating in a reflective evaluation process in 2021-22.	100% of teachers are currently participating in a reflective evaluation process in 2022-23.		96% of teachers will participate in a reflective evaluation process and earn a positive evaluation.
Teachers will have the opportunity to engage in professional learning time that allows them to reflect, generate, interpret, and disseminate outstanding instructional practices.	On the 2020-21 staff survey, 88% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."	On the 2021-22 staff survey, 77% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."	On the 2022-23 staff survey, 68% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."		On the staff survey, at least 90% of staff will indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."
Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above a 2.0 each term.	82% of students achieved a 2.0 or above unweighted GPA in Fall 2020.	In 2021-22, 92% of students achieved a 2.0 or above unweighted GPA in Fall 2021, and 88% achieved a 2.0 or above GPA in Spring 2022.	In 2022-23, 91% of students achieved a 2.0 or above unweighted GPA in Fall 2022, and 87% achieved a 2.0 or above GPA in Spring 2023.		85% of students will remain above a 2.0 unweighted GPA each semester.
Students in need of intervention will have plans in place to support their learning before the end of the first semester each year.	100% of students in need of intervention in Fall 2020 had academic supports in place before Spring 2021.	100% of students in need of intervention in Fall 2021 had academic supports in place before Spring 2022.	100% of students in need of intervention in Fall 2022 had academic supports in place before Spring 2023.		100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.
Specialized academic plans (IEPs/504s) for already eligible	100% of newly enrolled IEP students, and 100% of incoming	100% of newly enrolled IEP students, and 100% of incoming	100% of students with IEPs and 100% of 504 students had plans in		100% of eligible IEP or 504 plan students will have a formal

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students will be in place and communicated to teachers within 30 days of enrollment.	504 students had DVD specific plans in place within 30 days of enrollment.	504 students had DVD specific plans in place within 30 days of enrollment.	place and communicated to teachers within 30 days of enrollment.		DVD plan in place and communicated to their teachers within 30 days of enrollment.
Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.	The school is safe, clean and well maintained per January 2021 facilities inspection overall rating of 'Exemplary' as well as 97% positive student ratings on the Spring 2021 survey question 'Do you feel safe at school?'	The school is safe, clean and well maintained per January 2022 facilities inspection overall rating of 'Exemplary' as well as 93% positive student ratings on the Spring 2022 survey question 'Do you feel safe at school?'	The school is clean and well maintained per January 2023 facilities inspection overall rating of 'Exemplary,' as well as 95% positive student ratings on the Spring 2023 survey question 'Do you feel safe at school?'		Overall annual facilities inspection rating will remain Good or Exemplary. At least 95% of students will report feeling safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course Materials and Supplies for Project-Based Learning Activities	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$18,875.00	No
1.2	Teacher recruitment and credentialing support	Coordination of BTSA participation activities, teachers who have not cleared their credential are provided a BTSA program in order to do so and Da Vinci covers partial costs. Provide teacher assistance in transferring credential information. Providing support to intern credential holders or those from out of state in obtaining proper credentials. Hiring appropriately credentialed teachers and properly assigning them to courses and learners that they are qualified to teach.	$2,100.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Teacher professional development	Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills, Universal Design for Learning, and Culturally Responsive Pedagogy to ensure the success of low-income pupils, English learners, and re-designated fluent English proficient pupils. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met.	$125,742.00	Yes
1.4	Teacher preparation time and reduced student load	Teachers at DVD will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. This cost is included in all teacher salaries as an increased expense rather than a singularly noted itemized expense.		No
1.5	Academic coaching support	Students will have access to academic coaching and tutoring support as needed to support their academic success. Unduplicated students will be given priority to tutoring opportunities.	$59,081.00	Yes

Goal Analysis [2022-23]

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

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

No substantive differences.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Da Vinci Design continued to provide a highly effective learning environment for students in the 2022-23 school year. Feedback from educational partners highlighted that Da Vinci Design is a safe learning environment that provides multiple avenues of support for students. Students continued to maintain high GPA averages in both Fall and Spring semesters. Educational partners also expressed satisfaction with the evaluation and reflection practices teachers engaged in over the course of the year. Teachers, counselors, academic coaches and administrators all received relevant professional development and adequate time to reflect on practices in order to maintain an environment that can has high expectations for student outcomes as matched by high levels of support for students.

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

No substantive differences planned for the 2023-24 school year.

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

Goals and Actions

Goal

Goal #	Description
2	DVD students and families will benefit from a school that is student-centered, inclusive, and caring. DVD is passionate about providing equity in our educational experience and involving parents in the development, progress monitoring, and reflection on their student's educational experience on campus.

An explanation of why the LEA has developed this goal.

DVD students will be most successful in a school where the diversity of their culture, experience, and interests are valued and celebrated. The educational partners that support them need to be engaged in their goals, progress, and outcomes, as well as have voice in the decisions that impact the educational experience that their students receive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at Student Led Conferences	Overall parent attendance at student SLCs for 2018-2019 was 93%.	Parent attendance at 2021-22 SLCs was estimated at above 85% overall; due to COVID, parents/students could complete an SLC synchronously or asynchronously.	Parent attendance at 2022-23 SLCs was estimated at above 85% overall, however all grade levels met the 90% goal except 12th grade this year: 9th grade- 91%, 10th grade- 92%, 11th grade- 93%, 12th grade- 63%.		The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.
Parent Input in Decision Making	Spring 2020 parent surveys show that 89% of families believe that DVD is Good, Very Good, or Excellent at involving	Spring 2022 parent surveys show that 68% of families believe that DVD is Good, Very Good, or Excellent at involving	Spring 2023 parent surveys show that 79% of families believe that DVD is Good, Very Good, or Excellent at involving		At least 85% of families believe that DVD is Good, Very Good, or Excellent at involving parents in decision-making processes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parents in decision-making processes.	parents in decision-making processes.	parents in decision-making processes.		
Parent Participation in programs for unduplicated pupils	Fall 2020 parent survey responses to the question: 'I feel welcome to participate at this school' are 100% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 89% positive for those who report being socio-economically disadvantaged.	Fall 2021 parent survey responses to the question: 'I feel welcome to participate at this school' are 100% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 75% positive for those who report being socio-economically disadvantaged.	Fall 2022 parent survey responses to the question: 'I feel welcome to participate at this school' are 75% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 98% positive for those who report being socio-economically disadvantaged.		At least 85% of families who are socio-economically disadvantaged and/or whose primary language is other than English, Agree or Strongly Agree that they feel welcome to participate at DVD.
ADA	2019-20 ADA was calculated from the first day of school until the last day of February due to COVID 19 closures. The 2019-2020 overall rate through the end of February 2020 was 95.56%.	DVD ADA for 2021-22 was 91.99%.	DVD ADA for 2022-23 was 92.36%.		DVD ADA will remain above 95%.
Suspension Rate: DVD students will demonstrate low suspension rates as an indicator of positive engagement in school.	On the 2019 CA Dashboard, 2.4% of students were suspended at least once, with no change from the previous year	There was no suspension rate indicator for 2021 DVD did not have any suspensions in 2020-21.	On the 2022 CA Dashboard, 2.5% of students were suspended at least once, for a Medium dashboard status. Suspensions were not		DVD will decrease the suspension rate to earn and then maintain a Blue or Green rating on CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for a Yellow color rating overall.		reported by the state in 2021 so no change or color status will be available until the 2023 dashboard.		
Targeted Suspension Rate: Socioeconomically disadvantaged and English Learners will have comparably low suspension rates to their peers overall.	On the 2019 CA Dashboard, 1.9% of SED students were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating for SED students. 3.7% of English Learners were suspended at least once, a decrease of 4.6% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	There was no suspension rate indicator for 2021, however DVD did not have any suspensions in 2020-21.	On the 2022 CA Dashboard, 3.2% of SED students were suspended at least once, for a Medium status for that subgroup. 13.3% of English Learners were suspended at least once for a Very High status for that subgroup.		DVD will maintain a Blue or Green rating for both SED and EL student groups on CA School Dashboard.
Student Survey Responses: Diversity & Inclusion	Fall 2020 student surveys asked a new series of questions on diversity & inclusion. DVD students responded to these questions with a weighted average above 4 for all	On the Fall 2021 student survey, DVD students responded to diversity & inclusion questions with a weighted average above 4 for 4/5 questions, where 4 represents frequently	On the Fall 2022 student survey, DVD students responded to diversity & inclusion questions with a weighted 4 for 1/5 questions, where 5 represents almost always, 4 represents		Weighted averages for diversity & inclusion questions on the Fall student survey will remain above a 4 for all questions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	questions, where 4 represents frequently and 5 represents almost always.	and 5 represents almost always. The single question below a 4 rated a 3.88.	frequently, and 3 represents sometimes. 3 questions rated a 3.95 and only one question was at 3.7.		
Student Survey Responses: Compassionate & Caring Learning Community	On the Spring 2019 student survey, where more than 89% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	On the Spring 2022 student survey, 70% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	On the Spring 2023 student survey, 67% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."		More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."
Student Survey Responses: Environment of High Integrity, Respect, & Trust	On the Spring 2019 student survey, more than 84% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."	On the Spring 2022 student survey, more than 60% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."	On the Fall 2022 student survey, more than 81% of respondents choose 'somewhat agree,' 'agree,' or 'strongly agree' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."		More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/ guardian engagement & communications	Da Vinci Design will increase parent participation, input, and involvement of unduplicated students through expanded activities including a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	$31,274.00	Yes
2.2	Advisory curriculum	Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Ensuring the representation and engagement of unduplicated students, as well as developing curriculum that supports academic and socioemotional skills critical to their college readiness will be a priority. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.	$10,000.00	Yes
2.3	Counseling staffing	Counselors will support all students more effectively with a lower student to counselor ratio. DVD will continue to staff at a lower student to counselor ratio in comparison to schools in California.	$242,198.00	No
2.4	Extra-curricular activities	Students will have community dialogues that increase student morale. Extracurricular programs, athletics, and stipends or hourly wages for adults running programs will be offered.	$211,263.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Freshman overnighter	Freshmen students will participate in an overnighter trip prior to entering DVD to increase their connectedness to the school culture. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience	$30,483.00	No
2.6	Assistant principal staffing	To ensure the academic success of all students, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues.	$163,183.00	No
2.7	Additional Counseling staffing	DVD will maintain an additional counselor to ensure a low student to counselor ratio on campus to increase supports for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, in the areas of academics, socioemotional issues, and college support.	$121,099.00	Yes

Goal Analysis [2022-23]

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

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

No substantive differences.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Key partnerships between DVD staff, students and parents contributed to reinvigorating Da Vinci Design's mission on equity and inclusion. The DVD Diversity Council worked with staff advisors to teach the students about culture and anti-bias/anti-racism. Various assemblies are held throughout the year hosted by different student clubs and on-campus groups to celebrate diversity, culture, and inclusivity. Also, this year Da Vinci Design implemented new and robust structures for student discipline and behavior support which has resulted in less major and minor behavior incidents. Based on data and conversations with School Site Council and Parent Advisory Committee, Da Vinci Design's area of growth is in ensuring that structures and supports happening at school are creating an environment that student feel positive about, while also ensuring that students understand why decisions are being made regarding positive behavior intervention systems. Partners highlighted data which showed that while student positivity about the school environment dropped somewhat, perceptions of safety, diversity, and parent positivity all went up. This disparity must be addressed by more positive reinforcements, alternatives to suspension/restorative practices, and continued teaching of expectations. It will be important for parents to be a part of the communication of expectations so that parents can be informed and can reaffirm messaging at school.

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

In the 2023-24 school year, Da Vinci Design will add a Dean of Student Success and Culture to the administrative team. This will help the school to be more consistent in implementing positive behavior interventions for all students, and will be able to increase parent communication and buy-in around student activities and culture events.

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.

Goals and Actions

Goal

Goal #	Description
3	Da Vinci Design will promote the achievement of all students in English Language Arts, particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community to review educational practices and research for the purpose of developing a more holistic definition of successful mastery and college readiness in this area, as well as identifying an evaluative approach that in future years will increase the readiness and opportunities available to our students upon graduation from high school.

An explanation of why the LEA has developed this goal.

To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competency in English Language Arts that will increase their opportunities for success in college and/or career, we will partner with educational partners to develop a more holistic definition of student success that includes not only state mandated CAASPP testing in 11th grade, but also more formative college prep testing via the PSAT in the years leading up to that as well. English Learners will continue to be annually evaluated on their progress on the Summative ELPAC, and growth will continue to be reported until students are eligible to be redesignated. We believe that involving and informing educational partners, including students, parents, teachers and staff, about college readiness growth on the PSAT and ELPAC throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in English Language Arts. We, as a school and a community, are no longer content with the status quo of evaluating student success in English Language Arts on a single exam in a single year and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and college readiness in multiple ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in English according to state standards.	On the 2019 CA School Dashboard, DVD students scored 60.9 points above standard in ELA, a increase of 5.3 points from the year before, for a Green overall dashboard rating.	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in Spring 2022 and distance from	On the 2022 CA School Dashboard, DVD students scored 13.9 points below standard in ELA, earning a Low status rating. No scores were reported on the 2021 dashboard, so change		DVD will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		standard results will be available for next year's LCAP update for the first time since the pandemic.	and color ratings for this metric will not be reported until the 2023 dashboard release.		
Socioeconomically disadvantaged students and English Learners will demonstrate proficiency on CAASPP tests in English at rates comparable to the school as a whole.	On the 2019 CA School Dashboard, our 67 SEL students at DVD scored 55 points above standard in English, a increase of 7.2 points from the year before for a Green overall dashboard rating. DVD only had three 11th grade EL students in 2019, which is not enough students to have scores reported on the CA Dashboard for that year.	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in Spring 2022 and distance from standard results will be available for next year's LCAP update for the first time since the pandemic.	On the 2022 School Dashboard, our 65 SEL students at DVD scored 46 points below standard in English, earning a Very Low status rating. DVD only had nine 11th grade EL students in 2022, which is not enough students to have scores reported on the CA Dashboard for that year.		DVD will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.
DVD students will demonstrate college readiness in English as evidenced by Evidence based Reading & Writing (ERW) PSAT scores.	In Fall 2019, 47% of the 119 juniors tested met the benchmark on their ERW PSAT, and 17% of students were approaching benchmark, demonstrating that 64% of juniors were on track for college readiness in English.	In Fall 2021, 34% of the 117 juniors tested met the benchmark on their ERW PSAT, and 19% of students were approaching benchmark, demonstrating that 53% of juniors were on track for college readiness in English.	In Fall 2022, 40% of the 101 juniors tested met the benchmark on their ERW PSAT, and 9% of students were approaching benchmark, demonstrating that 49% of juniors were on track for college readiness in English.		PSAT ERW Met & Approaching benchmark scores will improve and then maintain at a rate higher than 75%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DVD students will demonstrate growth towards college readiness as measured by mean benchmarks and mean growth projections on PSAT/SAT Evidence based Reading & Writing (ERW) tests across their high school years.	DVD 2020 cohort growth: 33 students took the 2018 Fall PSAT, 2019 Spring SAT, and 2019 Fall SAT. These students exceeded the PSAT ERW mean math benchmark score of 460 with a mean score of 520. They went on to maintain their 520 mean on their Spring 2019 SAT ERW test, also meeting their projected mean score target of 520-560. On the Fall 2019 SAT ERW, they again demonstrated growth with a 570 mean score that met benchmark and projected mean score targets for that test as well.	Cohort growth was unfortunately not possible to calculate for the current junior class. Due to distance learning in Fall 2020, current juniors were not able to take the PSAT in 10th grade, so growth data is not available, only benchmark data, for Fall 2021.	Cohort growth was unfortunately not possible to calculate for the current junior class. Current juniors did not take the PSAT in 10th grade, so growth data is not available, only benchmark data, for Fall 2022.		DVD students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.
DVD EL students will make progress towards English Language Proficiency or maintain the highest ELPI level until they are eligible for reclassification.	On the 2019 CA School Dashboard, 56.3% of DVD EL students made progress towards English Language Proficiency. No color was awarded because	English Learner Progress ratings were not included on the 2021 CA Dashboard, and ELPI results for Spring 2021 were not published by the state.	On the 2022 CA School Dashboard, 46.7% of DVD EL students made progress towards English Language Proficiency. No color was awarded because		DVD will annually improve ELPI scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	this was the first year that the metric was evaluated and growth could not be determined, however our initial performance level was Low.		this was the first year that the metric was evaluated post-Covid, so change and color ratings for this metric will not be reported until the 2023 dashboard release.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention and support seminar programs in English.	Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$41,239.00	Yes
3.2	English Learner support course & Coordinator	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development seminars for EL students working to make progress in proficiency will also be funded.	$10,000.00	Yes
3.3	English diagnostics/ reading programs	Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils were provided diagnostic tests in ELA at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from	$6,518.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standardized tests and mastery based grading to implement proper interventions as well as measure student growth.		
3.4	MTSS Supports	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$11,500.00	Yes
3.5	English Language Intervention Specialist	The ELA Intervention Specialist will support student achievement in the area of ELA and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to ELA teachers. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$42,885.00	Yes
3.6	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	$5,000.00	No

Goal Analysis [2022-23]

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

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

In the 2022-23 school year, Da Vinci Design incorporated a full-time Intervention Specialist role. The Intervention Specialist worked closely with the MTSS Committee in order to provide additional support and intervention for students in the area of ELA. Coordinated efforts involved tutoring, credit recovery support, and parent communication.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Feedback from the parent advisory council and school site council shows concern over the drop in ELA CAASPP scores and PSAT scores from the previous year. However, educational partners also shared positivity and encouragement around the role of the Intervention Specialist, increased presence from academic coaches, and tutoring efforts along with ELA intervention efforts. Professional development for ELA teachers around aligning curriculum to help students better prepare for key assessments occurred and will likely lead to increases in ELA achievement in the coming year.

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

In the 2023-24 school year, intervention efforts for ELA will continue to be refined and streamlined in a collaborative effort between MTSS Committee, Intervention Specialist, and administration. Intervention efforts will be allocated based on data-driven conversations and collaborative analysis of practices between educational partners. Professional development around Universal Design for Learning will also benefit the ELA team. Curriculum alignment will be a focus for the coming year in supporting students to be prepared to take assessments.

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.

Goals and Actions

Goal

Goal #	Description
4	Da Vinci Design will promote the achievement of all students in Mathematics, particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community to review educational practices and research for the purpose of developing a more holistic definition of successful mastery and college readiness in this area, as well as identifying an evaluative approach that in future years will increase the readiness and opportunities available to our students upon graduation from high school.

An explanation of why the LEA has developed this goal.
To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competency in Mathematics that will increase their opportunities for success in college and/or career, we will partner with educational partners to develop a more holistic definition of student success that includes not only state mandated CAASPP testing in 11th grade, but also more formative college prep testing via the PSAT in the years leading up to that as well. We believe that involving and informing educational partners, including students, parents, teachers and staff, about college readiness growth on the PSAT throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in Mathematics. We, as a school and a community, are no longer content with the status quo of evaluating student success in Mathematics on a single exam in a single year and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and college readiness in multiple ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in Mathematics according to state standards.	On the 2019 CA School Dashboard, DVD students scored 46 points below standard in Math, a increase of 22.7 points from the year before, for a Green overall dashboard rating.	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in Spring 2022 and distance from standard results will	On the 2022 CA School Dashboard, DVD students scored 106.3 points below standard in Math, earning a Low status rating. No scores were reported on the 2021 dashboard, so change and color ratings for		DVD will maintain a Blue or Green rating on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		be available for next year's LCAP update for the first time since the pandemic.	this metric will not be reported until the 2023 dashboard.		
Socioeconomically disadvantaged students and English Learners will demonstrate proficiency on CAASPP tests in Mathematics at rates comparable to the school as a whole.	On the 2019 CA School Dashboard, our 67 SEL students at DVD scored 47.5 points below standard in Math, an increase of 27.4 points from the year before for a Green overall dashboard rating. DVD only had three 11th grade EL students tested in 2019, which is not enough students to have scores reported on the CA Dashboard for that year.	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in Spring 2022 and distance from standard results will be available for next year's LCAP update for the first time since the pandemic.	On the 2022 School Dashboard, our 65 SEL students at DVD scored 131.8 points below standard in Math, earning a Very Low status rating. DVD only had nine 11th grade EL students in 2022, which is not enough students to have scores reported on the CA Dashboard for that year.		DVD will maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.
DVD students will demonstrate college readiness in Mathematics as evidenced by PSAT scores.	In Fall 2019, 7% of the 119 juniors tested met the benchmark in Math, and 11% of students were approaching benchmark, demonstrating that 18% of juniors were on track for college readiness in Math.	In Fall 2021, 10% of the 117 juniors tested met the benchmark in Math, and 12% of students were approaching benchmark, demonstrating that 22% of juniors were on track for college readiness in Math.	In Fall 2022, 16% of the 101 juniors tested met the benchmark on their Math PSAT, and 6% of students were approaching benchmark, demonstrating that 21% of juniors were on track for college readiness in English.		PSAT Math Met & Approaching benchmark scores will improve and then maintain at a rate higher than 50%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DVD students will demonstrate growth towards college readiness as measured by mean benchmarks and mean growth projections on PSAT/SAT Math tests across their high school years.	DVD 2020 cohort growth: 33 students took the 2018 Fall PSAT, 2019 Spring SAT, and 2019 Fall SAT. These students did not meet the PSAT Math mean math benchmark score of 510 with a mean score of 480. They did go on to demonstrate growth and scored a 490 mean on their Spring 2019 SAT Math test, which did not meet the 530 benchmark, but did meet their projected mean score target of 480-520. On the Fall 2019 SAT Math, they again demonstrated growth with a 500 score that did not meet benchmark but did meet projected mean score targets of 480-530.	Cohort growth was unfortunately not possible to calculate for the current junior class. Due to distance learning in Fall 2020, current juniors were not able to take the PSAT in 10th grade, so growth data is not available, only benchmark data, for Fall 2021.	Cohort growth was unfortunately not possible to calculate for the current junior class. Current juniors did not take the PSAT in 10th grade, so growth data is not available, only benchmark data, for Fall 2022.		DVD students will continue to meet projected mean score and will improve to meet benchmark outcomes on PSAT and SAT Math exams.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention and support seminar programs in mathematics	Students in need of Math interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$49,406.00	Yes
4.2	Math diagnostics/ math programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils were provided diagnostic tests in math at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery-based grading to implement proper interventions as well as measure student growth.	$20,423.00	Yes
4.3	Multi-tiered support systems	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$7,500.00	Yes
4.4	Summer bridge program	Summer school math courses will be made available for incoming freshmen who need additional foundational math support.	$10,000.00	Yes
4.5	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Mathematics Intervention Specialist	The Math Intervention Specialist will support student achievement in the area of Math and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to Math teachers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$42,885.00	Yes

Goal Analysis [2022-23]

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

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

In the 2022-23 school year, Da Vinci Design implemented CPM curriculum within its Math department with greater fidelity and provided professional development to Math teachers to support this effort. Also, Da Vinci Design incorporated a full-time Intervention Specialist role. The Intervention Specialist worked closely with the MTSS Committee in order to provide additional support and academic intervention for students in the area of math. Coordinated efforts involved tutoring, credit recovery support, and parent communication.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Feedback from the parent advisory council and school site council showed concern over low Math CAASPP scores and PSAT scores from the previous year. However, educational partners also shared positivity and encouragement around the role of the Intervention Specialist, increased presence from academic coaches, and tutoring efforts along with math intervention efforts. Significant professional development for Math teachers around implementing new curriculum strategies and consistent instructional practices will help students better prepare for key assessments and will likely lead to increases in math achievement in the coming year. Math teachers and coaches also provided additional math support time across grade levels during math support seminars.

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

In the 2023-24 school year, the Math department and administration of Da Vinci Design will initiate a new math course sequence, shifting away from the Integrated Math series in order to have broader access to math resources both within the district and more broadly speaking. Intervention efforts for math will continue to be refined and streamlined in a collaborative effort between MTSS Committee, Intervention Specialist, and administration. Intervention efforts will be allocated based on data-driven conversations and collaborative analysis of practices between educational partners. Professional development around Universal Design for Learning will also benefit the Math team. Curriculum alignment will be a focus for the coming year in supporting students to be prepared to take assessments.

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.

Goals and Actions

Goal

Goal #	Description
5	Da Vinci Design graduates will all have the opportunity to practice and develop the 21st century skills and habits of heart and mind necessary to be prepared for career and college opportunities after high school, graduate as life-long learners, and be passionate about their personal interests and successes as they leave DVD prepared for their college experiences and careers in their lives beyond graduation.

An explanation of why the LEA has developed this goal.

The state of California has only begun to establish standardized definitions of "student success" or "college and career readiness." As such, the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. At Da Vinci Design, these metrics are only the beginning of the definition. Stakeholder feedback has noted that, while necessary, these measures simply are not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets young people will need to be successful in college, career, and civic life. Students must also be able to demonstrate 21st century skills (critical thinking & problem solving, communication, initiative, leadership, use of academic language, use of technology), social-emotional skills & habits of mind (accountability, connection, collaboration, evidence, integrity, quality), career and real-world learning opportunities, civic engagement, and more in order to be truly ready for life beyond high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort graduation rate: DVD students will graduate within 4 years of starting high school.	DVD students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th-year early college program established in 2015. 20 students from the class of 2019 (16.9% of the cohort) elected to enroll in DVX,	DVD students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. 5 Da Vinci Design students from the class of 2021 (4.2% of the cohort) elected to	The DVD 4-year cohort graduation rate for the class of 2022 was rated Very High on the 2022 CA Dashboard, with an official rate of 97.1%.		Cohort graduation rate (including DVX students) will be Very High by state standards (at least 95%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	which if added to our 79.7% graduation rate provides a corrected graduation rate of 96.6%. All DVX students from this cohort are enrolled in college courses during the 2019-20 school year	enroll in DVX, which if added to our 95.8% graduation rate provides a corrected 4-year cohort graduation rate of 100%. All DVX students from this cohort are enrolled in college courses during the 2021-22 school year.			
Cohort Dropout rate: DVD students will remain enrolled in school through graduation.	The 4-year cohort dropout rate for the class of 2020 was 0.7% (1 student).	The 4-year cohort dropout rate for the class of 2021 was 0%.	The 4-year cohort dropout rate for the class of 2022 was 2.21%.		The dropout rate will remain less than 2%.
All DVD graduates will demonstrate college and career readiness.	On the 2019 CA School Dashboard, 63.1% of DVD students were rated by the state as Prepared, an increase of 11.2% from the year before, for a Green overall dashboard rating.	The state did not publish college and career preparedness ratings for the class of 2021 on the 2021 CA School Dashboard. CCI results will be available for next year's LCAP update for the first time since the pandemic.	The state elected not to publish college and career preparedness ratings for the class of 2022 on the 2022 CA School Dashboard. CCI status will be available for next year's LCAP update for the first time since the pandemic.		DVD will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.
Socioeconomically disadvantaged students and English Learners will demonstrate college and career readiness	On the 2019 CA School Dashboard, 62.6% of DVD SED students were rated as prepared on the College & Career	The state did not publish college and career preparedness ratings for the class of 2021 on the 2021 CA School Dashboard.	The state elected not to publish college and career preparedness ratings for the class of 2022 on the 2022 CA School Dashboard.		DVD will maintain Blue or Green ratings for unduplicated subgroups on the College & Career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
at rates comparable to the school as a whole.	indicator, an increase of 12.1% from the previous year, for an overall Green rating on the dashboard for SEL students. DVD only had seven 12th grade EL graduates in 2019, which is not enough students to have preparedness reported on the CA Dashboard for that year.	CCI results will be available for next year's LCAP update for the first time since the pandemic	CCI status will be available for next year's LCAP update for the first time since the pandemic.		indicator on the CA School Dashboard.
All DVD students will have access to a broad course of study	98.1% of the class of 2020 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	89.2% of the class of 2021 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	94.7% of the class of 2022 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.		DVD will maintain A-G course eligibility rates above 90%.
All DVD students will have access to CTE career education pathways.	40.4% of the class of 2020 graduating cohort completed a CTE course pathway.	35% of the class of 2021 graduating cohort completed a CTE course pathway.	37% of the class of 2022 graduating cohort completed an official CTE course pathway in Architectural Design. An additional 41% of 2022 graduates completed the non-CTE Design, Visual, & Media Arts pathway, for an overall pathway		DVD will increase and then maintain CTE pathway completion rates to remain above 50%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			completion rate of 78%.		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Credit recovery	DVD will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for recovery opportunities.	$115,078.50	Yes
5.2	Summer school	Summer school courses will be made available in core content area courses as determined by student needs.	$10,000.00	Yes
5.3	College courses and Dual Enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$3,333.33	No
5.4	Career exploration/ CTE program, staffing, & credentialing costs	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship,	$521,377.00	No

Action #	Title	Description	Total Funds	Contributing
		workshops, tours, and teacher professional development. Naviance is a college and career program that further connects student strengths and interests directly to career exploration tools that are in turn connected to college majors and specific colleges strong in those areas. CTE Pathways give students the opportunity for applied learning and the experiences that they need to be prepared to engage in careers beyond high school and college.		

Goal Analysis [2022-23]

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

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

No substantive differences.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Da Vinci Design is proud to say that 91.9% of our class of 2022 was A-G eligible and completed a broad course of study. Feedback from educational partners noted and celebrated the exceptional graduation rates, very strong participation in CTE pathways courses, and access to dual enrollment opportunities. Da Vinci Design continues to incorporate meaningful 21st century skill building and access to real world learning opportunities as embedded within the curriculum.

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

No substantive differences planned for the 2023-24 school year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$561,814.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.54%	0.00%	$0.00	8.54%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.5 - Academic Coaching: Despite strong baseline data in the area of College & Career Readiness where the gap between socioeconomically disadvantaged students and their peers was small and their overall rating was Green in 2019, Da Vinci Design is aware of historical and persistent disparities for historically disadvantaged student populations in college preparedness and access. Based on internal grade data review and A-G eligibility rate data, A-G eligibility achievement gaps have narrowed, but grade and course completion gaps continue to persist for unduplicated student groups. Students will have access to academic coaching and tutoring support as needed to support their academic success. Unduplicated students will be given priority to tutoring opportunities. Based on these actions, we expect to see the achievement gap for our socioeconomically disadvantaged students decrease and our color ratings on academic indicators to remain Green or Blue over the next three years for all subgroups.

2.1 - Parent/ guardian engagement & communications: While baseline data reveals that socioeconomically disadvantaged students received a Green rating on the suspension metric in 2019 and actually have a lower suspension rate than their peers, Da Vinci Design does note that the 2022 suspension rate for our English Learner students is 1.3% higher for that group than it is for all students, and that unduplicated students are historically impacted by inequities on this metric at the local, state, and national level. We found that all of our English Learner

parents felt that they were welcome to participate at the school, we will continue to work to engaging families in helping us close the gap. Culturally we want our highest needs students to remain connected and will continue to dedicate funds to ensuring that those students continue to receive the additional socioemotional and behavioral supports that they need in order to remain connected. Da Vinci Design will increase parent participation, input, and involvement of unduplicated students through expanded activities including a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system. Based on all of these actions, we expect that our survey results for the families of socioeconomically disadvantaged and English Learner students will remain high, and that our suspension rates for these groups will continue to lower and remain equivalent to all students as we maintain Blue and Green suspension ratings on the CA Dashboard for the next three years.

2.2 - Advisory curriculum: 2022 suspension data reveals that a small gap has returned for socioeconomically disadvantaged students, with their 2022 dashboard suspension rate at 3.2% as compared to the 2.5% overall suspension rate for the school, though both were still in a Medium status. The greatest area of concern this year is that the suspension rate for our English Learner students increased significantly to a Very High 13.3%, which caused DVD to become eligible for ATSI. DVD further acknowledges that unduplicated students are historically impacted by inequities on this metric at the local, state, and national level. While student survey connectedness rates have been traditionally high, we've seen significant declines in these responses for all students over the last few years, and have concerns that unduplicated groups may be more prone to feelings of disconnectedness. Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Ensuring the representation and engagement of unduplicated students, as well as developing curriculum that supports academic and socioemotional skills critical to their college readiness will be a priority. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers. Based on all of these actions, we expect that our student survey results for connectedness for all students, but particularly for socioeconomically disadvantaged and English Learner students will increase over the next few years, and that our suspension rates for these groups will continue to lower and remain equivalent to all students as we maintain Blue and Green suspension ratings on the CA Dashboard for the next three years.

2.7 - Additional Counseling staffing: 2022 suspension data reveals that a small gap has returned for socioeconomically disadvantaged students, with their 2022 dashboard suspension rate at 3.2% as compared to the 2.5% overall suspension rate for the school, though both were still in a Medium status. The greatest area of concern this year is that the suspension rate for our English Learner students increased significantly to a Very High 13.3%, which caused DVD to become eligible for ATSI. DVD further acknowledges that unduplicated students are historically impacted by inequities on this metric at the local, state, and national level. While student survey connectedness rates have been traditionally high, we've seen significant declines in these responses for all students over the last few years, and have concerns that

unduplicated groups may be more prone to feelings of disconnectedness. DVD will maintain an additional counselor to ensure a low student to counselor ratio on campus to increase supports for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, in the areas of academics, socioemotional issues, and college support. Based on all of these actions, we expect that our student survey results for connectedness for all students, but particularly for socioeconomically disadvantaged and English Learner students will increase over the next few years, and that our suspension rates for these groups will continue to lower and remain equivalent to all students as we maintain Blue and Green suspension ratings on the CA Dashboard for the next three years.

3.1 & 4.1 - Intervention and support seminar programs in English & Math: Da Vinci Design saw the achievement gap widen in our first official test results since 2019. Schoolwide results in both ELA and Math came in at a Low status in 2022, and while EL students were too small of a population to have scores reporting for that year, our socioeconomically disadvantaged students scored below the all school average with Very Low scores in both ELA and Math. DVD did see increases in both ELA and Math PSAT College Readiness, but also saw a small decreases in approaching prepared in both areas, and still seeks to increase PSAT college readiness rates for all students, but especially for unduplicated student groups in the absence of reliable CAASPP testing results post-pandemic. Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities. Based on all of these actions, we expect to maintain Green or Blue ratings in both ELA and Math scores for the next three years, as well as see ongoing growth in both ELA and Math on PSAT and MAP testing, as we believe that these actions are critical to ensuring that our highest needs students continue to remain successful in academics.

3.3 & 4.2 - English & Math Diagnostics & Reading Programs: Da Vinci Design saw the achievement gap widen in our first official test results since 2019. Schoolwide results in both ELA and Math came in at a Low status in 2022, and while EL students were too small of a population to have scores reporting for that year, our socioeconomically disadvantaged students scored below the all school average with Very Low scores in both ELA and Math. DVD did see increases in both ELA and Math PSAT College Readiness, but also saw a small decreases in approaching prepared in both areas, and still seeks to increase PSAT college readiness rates for all students, but especially for unduplicated student groups in the absence of reliable CAASPP testing results post-pandemic. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils were provided diagnostic tests in ELA at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth. Based on all of these actions, we expect to maintain Green or Blue ratings in both ELA and Math scores for the next three years, as well as see ongoing growth in both ELA and Math on PSAT and MAP testing, as we believe that these actions are critical to ensuring that our highest needs students continue to remain successful in academics.

3.4 & 4.3 MTSS Supports in ELA & Math: Da Vinci Design saw the achievement gap widen in our first official test results since 2019. Schoolwide results in both ELA and Math came in at a Low status in 2022, and while EL students were too small of a population to have scores reporting for that year, our socioeconomically disadvantaged students scored below the all school average with Very Low scores in both ELA and Math. DVD did see increases in both ELA and Math PSAT College Readiness, but also saw a small decreases in approaching prepared in both areas, and still seeks to increase PSAT college readiness rates for all students, but especially for unduplicated student groups in the absence of reliable CAASPP testing results post-pandemic. Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports. Based on all of these actions, we expect to maintain Green or Blue ratings in both ELA and Math scores for the next three years, as well as see ongoing growth in both ELA and Math on PSAT and MAP testing, as we believe that these actions are critical to ensuring that our highest needs students continue to remain successful in academics.

3.5 & 4.6 - English Language & Math Intervention Specialists: BDa Vinci Design saw the achievement gap widen in our first official test results since 2019. Schoolwide results in both ELA and Math came in at a Low status in 2022, and while EL students were too small of a population to have scores reporting for that year, our socioeconomically disadvantaged students scored below the all school average with Very Low scores in both ELA and Math. DVD did see increases in both ELA and Math PSAT College Readiness, but also saw a small decreases in approaching prepared in both areas, and still seeks to increase PSAT college readiness rates for all students, but especially for unduplicated student groups in the absence of reliable CAASPP testing results post-pandemic. The ELA & Math Intervention Specialists will support student achievement in the area of Math & ELA respectively and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to Math & ELA content area teachers. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports. Based on all of these actions, we expect to maintain Green or Blue ratings in both ELA and Math scores for the next three years, as well as see ongoing growth in both ELA and Math on PSAT and MAP testing, as we believe that these actions are critical to ensuring that our highest needs students continue to remain successful in academics.

5.1 - Credit recovery: Despite strong baseline data in the area of College & Career Readiness where the gap between socioeconomically disadvantaged students and their peers was small and their overall rating was Green in 2019, Da Vinci Design is aware of historical and persistent disparities for historically disadvantaged student populations in college preparedness and access. Based on internal grade data review and A-G eligibility rate data, A-G eligibility achievement gaps have narrowed, but grade and course completion gaps continue to persist for unduplicated student groups. DVD will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Low-income pupils, English learners, foster youth, and redesignated fluent English

proficient pupils will be intentionally reviewed and given priority for recovery opportunities. We expect to maintain Green or Blue ratings in College & Career Readiness, and believe that these actions are critical to ensuring that our highest needs students continue to remain prepared for college and that we continue to maintain Green or Blue ratings for all significant subgroups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Low income, English Learners, and foster and homeless youth are some of the most vulnerable populations in the educational system today. This LCAP has taken into account the considerations and recommendations of our educational partners, as well as taken a hard look at the inequities present in our baseline data, and seeks to find a multi-faceted solution to a complex set of challenges faced by students with diverse and individualized needs. In our review of previous services, actions, and results, we feel that critical changes needed to be made in the way that we assess and support our highest needs students. Based on our collaborative effort, we've added additional early diagnostic screeners and reading and math software to ensure that we catch struggling students sooner and close any educational gaps faster. This LCAP increases MTSS supports to help ensure ongoing progress monitoring throughout the school year to ensure that we are continuously aware and reflective on what's happening in our classrooms and able to be more responsive to immediate needs as they arise with additional academic coaches and paraprofessionals. This LCAP adds additional formative assessment opportunities to ensure that we're assessing academic progress in multiple ways in every grade level as well, rather than relying on a single CAASSP exam at the end of 11th grade to tell us how our students are doing. Our highest needs populations will also be better served behaviorally and socio-emotionally with additional counselors and administrative staff and professional learning opportunities for all staff that are focused on restorative practices, diversity/equity/inclusion, culturally relevant instructional practices and trauma informed care. Finally, we realize that the gaps that students face are not just in their high school experiences and not just limited to academics, so this LCAP has also added critical college and career exploration, experiences, and supports that will be most effective in serving our foster, homeless, English Learner, and low-income students who may not have the resources or social capital to access these opportunities without the additional supports that we provide. The increased and improved services outlined in this LCAP exceed the supplemental funds provided to us to serve our highest needs student populations, but because we prioritize their success and because these services are critical to that outcome, this LCAP allocates additional general funds, in addition to the designated supplemental funds, to these increased and improved actions as well.

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.

Not Applicable, No concentration grant for DVD

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	26:1	
Staff-to-student ratio of certificated staff providing direct services to students	7:1	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,126,129.00	$576,317.00	$22,333.33	$192,663.50	$1,917,442.83	$1,473,152.33	$444,290.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Course Materials and Supplies for Project-Based Learning Activities	All	$3,822.00	$10,000.00		$5,053.00	$18,875.00
1	1.2	Teacher recruitment and credentialing support	All	$2,100.00				$2,100.00
1	1.3	Teacher professional development	English Learners Low Income	$91,465.00			$34,277.00	$125,742.00
1	1.4	Teacher preparation time and reduced student load	All					
1	1.5	Academic coaching support	English Learners Foster Youth Low Income	$59,081.00				$59,081.00
2	2.1	Parent/ guardian engagement & communications	English Learners Foster Youth Low Income	$30,274.00			$1,000.00	$31,274.00
2	2.2	Advisory curriculum	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
2	2.3	Counseling staffing	All	$151,374.00	$90,824.00			$242,198.00
2	2.4	Extra-curricular activities	All	$202,263.00			$9,000.00	$211,263.00
2	2.5	Freshman overnighter	All				$30,483.00	$30,483.00
2	2.6	Assistant principal staffing	All	$163,183.00				$163,183.00
2	2.7	Additional Counseling staffing	English Learners Foster Youth Low Income	$121,099.00				$121,099.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Intervention and support seminar programs in English.	English Learners Foster Youth Low Income				$41,239.00	$41,239.00
3	3.2	English Learner support course & Coordinator	English Learners	$10,000.00				$10,000.00
3	3.3	English diagnostics/ reading programs	English Learners Foster Youth Low Income				$6,518.00	$6,518.00
3	3.4	MTSS Supports	English Learners Foster Youth Low Income			$11,500.00		$11,500.00
3	3.5	English Language Intervention Specialist	English Learners Foster Youth Low Income	$42,885.00				$42,885.00
3	3.6	PSAT/SAT test and prep course fees	All	$5,000.00				$5,000.00
4	4.1	Intervention and support seminar programs in mathematics	English Learners Foster Youth Low Income	$11,500.00			$37,906.00	$49,406.00
4	4.2	Math diagnostics/ math programs	English Learners Foster Youth Low Income	$15,105.00			$5,318.00	$20,423.00
4	4.3	Multi-tiered support systems	English Learners Foster Youth Low Income			$7,500.00		$7,500.00
4	4.4	Summer bridge program	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
4	4.5	PSAT/SAT test and prep course fees	All	$5,000.00				$5,000.00
4	4.6	Mathematics Intervention Specialist	English Learners Foster Youth Low Income	$42,885.00				$42,885.00
5	5.1	Credit recovery	English Learners Foster Youth Low Income	$109,236.00			$5,842.50	$115,078.50
5	5.2	Summer school	English Learners Foster Youth Low Income	$10,000.00				$10,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.3	College courses and Dual Enrollment	All			$3,333.33		$3,333.33
5	5.4	Career exploration/ CTE program, staffing, & credentialing costs	All	$29,857.00	$475,493.00		$16,027.00	$521,377.00

2023-24 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
$6,577,442.00	$561,814.00	8.54%	0.00%	8.54%	$563,530.00	0.00%	8.57 %	**Total:**	$563,530.00
								LEA-wide Total:	$553,530.00
								Limited Total:	$10,000.00
								Schoolwide Total:	$0.00

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	1.3	Teacher professional development	Yes	LEA-wide	English Learners Low Income	All Schools	$91,465.00	0.00%
1	1.5	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,081.00	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,274.00	0.00%
2	2.2	Advisory curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00%
2	2.7	Additional Counseling staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,099.00	0.00%
3	3.1	Intervention and support seminar programs in English.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%

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 (%)
3	3.2	English Learner support course & Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	0.00%
3	3.3	English diagnostics/ reading programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
3	3.4	MTSS Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
3	3.5	English Language Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,885.00	0.00%
4	4.1	Intervention and support seminar programs in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500.00	0.00%
4	4.2	Math diagnostics/ math programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,105.00	0.00%
4	4.3	Multi-tiered support systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
4	4.4	Summer bridge program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00%
4	4.6	Mathematics Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,885.00	0.00%
5	5.1	Credit recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,236.00	0.00%
5	5.2	Summer school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,258,444.00	$1,872,650.08

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**	Course Materials and Supplies for Project-Based Learning Activities	No	$10,000.00	$12,720.00
1	**1.2**	Teacher recruitment and credentialing support	No	$2,600.00	$2,616.73
1	**1.3**	Teacher professional development	Yes	$101,991.00	$110,235.00
1	**1.4**	Teacher preparation time and reduced student load	No		
1	**1.5**	Academic coaching support	Yes	$43,200.00	$43,218.18
2	**2.1**	Parent/ guardian engagement & communications	Yes	$23,100.00	$30,942.36
2	**2.2**	Advisory curriculum	Yes	$7,875.00	$10,000.00
2	**2.3**	Counseling staffing	No	$213,000.00	$204,679.15
2	**2.4**	Extra-curricular activities	No	$89,000.00	$196,865.00
2	**2.5**	Freshman overnighter	No	$28,500.00	$45,553.00

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)
2	2.6	Assistant principal staffing	No	$150,000.00	$158,348.73
2	2.7	Additional Counseling staffing	Yes	$82,670.00	$133,337.45
3	3.1	Intervention and support seminar programs in English.	Yes	$43,200.00	$49,641.82
3	3.2	English Learner support course & Coordinator	Yes	$10,000.00	$10,000.00
3	3.3	English diagnostics/ reading programs	Yes	$3,300.00	$2,762.50
3	3.4	MTSS Supports	Yes	$8,625.00	$30,000.00
3	3.5	English Language Intervention Specialist	Yes	$58,200.00	$88,919.78
3	3.6	PSAT/SAT test and prep course fees	No	$1,000.00	$3,017.00
4	4.1	Intervention and support seminar programs in mathematics	Yes	$43,200.00	$47,852.73
4	4.2	Math diagnostics/ math programs	Yes	$12,900.00	$17,189.23
4	4.3	Multi-tiered support systems	Yes	$5,750.00	$30,000.00
4	4.4	Summer bridge program	No	$10,000.00	$12,230.00

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)
4	4.5	PSAT/SAT test and prep course fees	No	$1,000.00	$3,017.00
4	4.6	Mathematics Intervention Specialist	Yes	$65,000.00	$92,419.64
5	5.1	Credit recovery	Yes	$92,000.00	$99,736.00
5	5.2	Summer school	No	$10,000.00	$12,230.00
5	5.3	College courses and Dual Enrollment	No	$3,333.00	$3,333.33
5	5.4	Career exploration/ CTE program, staffing, & credentialing costs	No	$139,000.00	$421,785.45

2022-23 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)
$558,318.00	$510,270.00	$666,439.13	($156,169.13)	0.00%	0.00%	0.00%

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	1.3	Teacher professional development	Yes	$91,465.00	$102,067.00	0.00%	0.00%
1	1.5	Academic coaching support	Yes	$43,200.00	$43,218.18	0.00%	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	$23,100.00	$19,562.36	0.00%	0.00%
2	2.2	Advisory curriculum	Yes	$7,875.00	$10,000.00	0.00%	0.00%
2	2.7	Additional Counseling staffing	Yes	$82,670.00	$133,337.45	0.00%	0.00%
3	3.1	Intervention and support seminar programs in English.	Yes			0.00%	0.00%
3	3.2	English Learner support course & Coordinator	Yes			0.00%	0.00%
3	3.3	English diagnostics/ reading programs	Yes			0.00%	0.00%
3	3.4	MTSS Supports	Yes	$8,625.00	$20,000.00	0.00%	0.00%
3	3.5	English Language Intervention Specialist	Yes	$58,200.00	$88,919.78	0.00%	0.00%
4	4.1	Intervention and support seminar programs in mathematics	Yes	$19,485.00	$22,752.00	0.00%	0.00%

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	4.2	Math diagnostics/ math programs	Yes	$12,900.00	$14,426.72	0.00%	0.00%
4	4.3	Multi-tiered support systems	Yes	$5,750.00	$20,000.00	0.00%	0.00%
4	4.6	Mathematics Intervention Specialist	Yes	$65,000.00	$92,419.64	0.00%	0.00%
5	5.1	Credit recovery	Yes	$92,000.00	$99,736.00	0.00%	0.00%

2022-23 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)
$5,727,509.00	$558,318.00	0.00%	9.75%	$666,439.13	0.00%	11.64%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

  o **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.

- **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.

  o 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 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 Service 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 the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - 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 + Carryover %)

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

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

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

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

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

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

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

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

California Department of Education
January 2022