



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Connect

CDS Code: 19768690128728

School Year: 2025-26

LEA contact information:

Kaitlin Toon & Tami Christopher

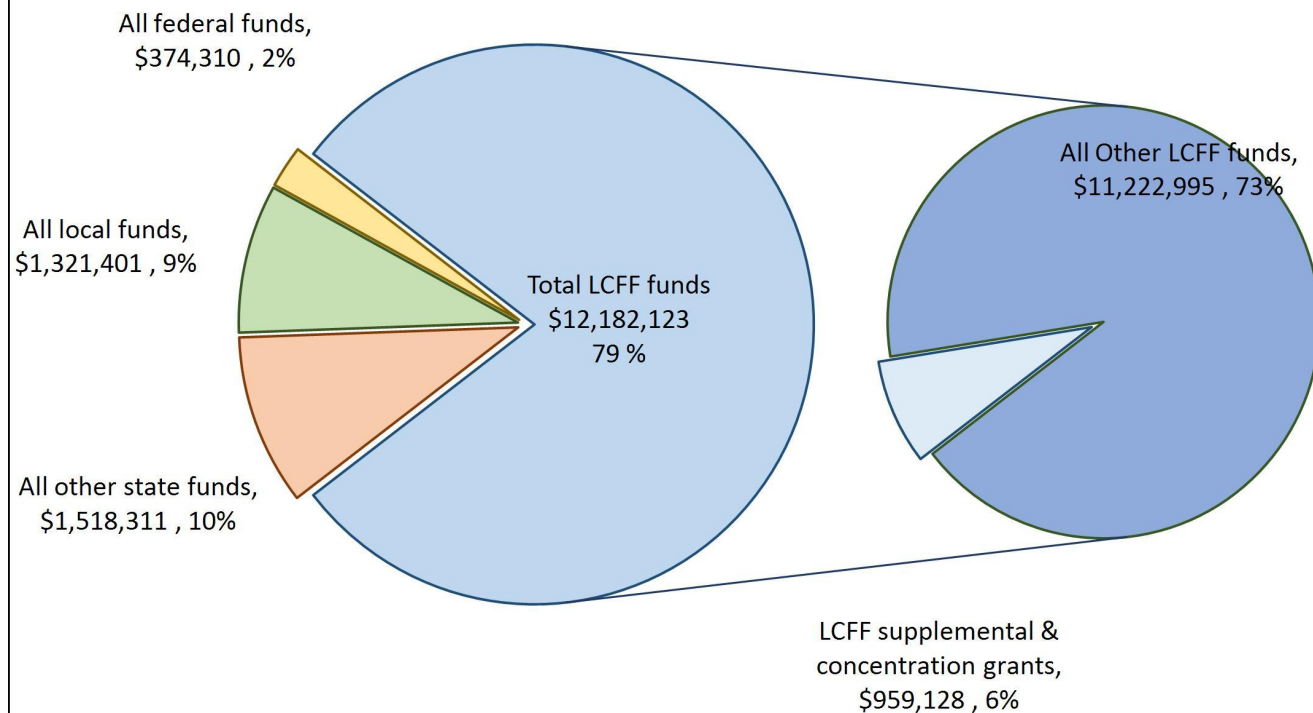
Principals K-8 & HS

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 2025-26 School Year

#### Projected Revenue by Fund Source

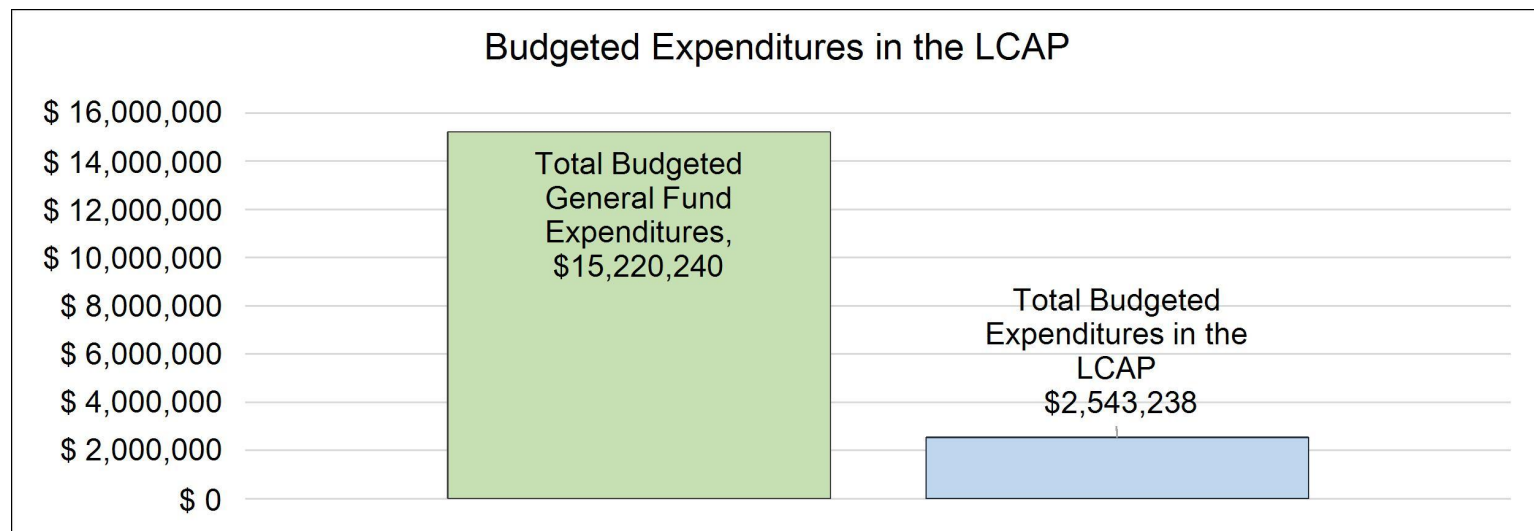


This chart shows the total general purpose revenue Da Vinci Connect expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Connect is \$15,396,145, of which \$12,182,123 is Local Control Funding Formula (LCFF), \$1,518,311 is other state funds, \$1,321,401 is local funds, and \$374,310 is federal funds. Of the \$12,182,123 in LCFF Funds, \$959,128 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Da Vinci Connect plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Da Vinci Connect plans to spend \$15,220,240 for the 2025-26 school year. Of that amount, \$2,543,238 is tied to actions/services in the LCAP and \$12,677,002 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

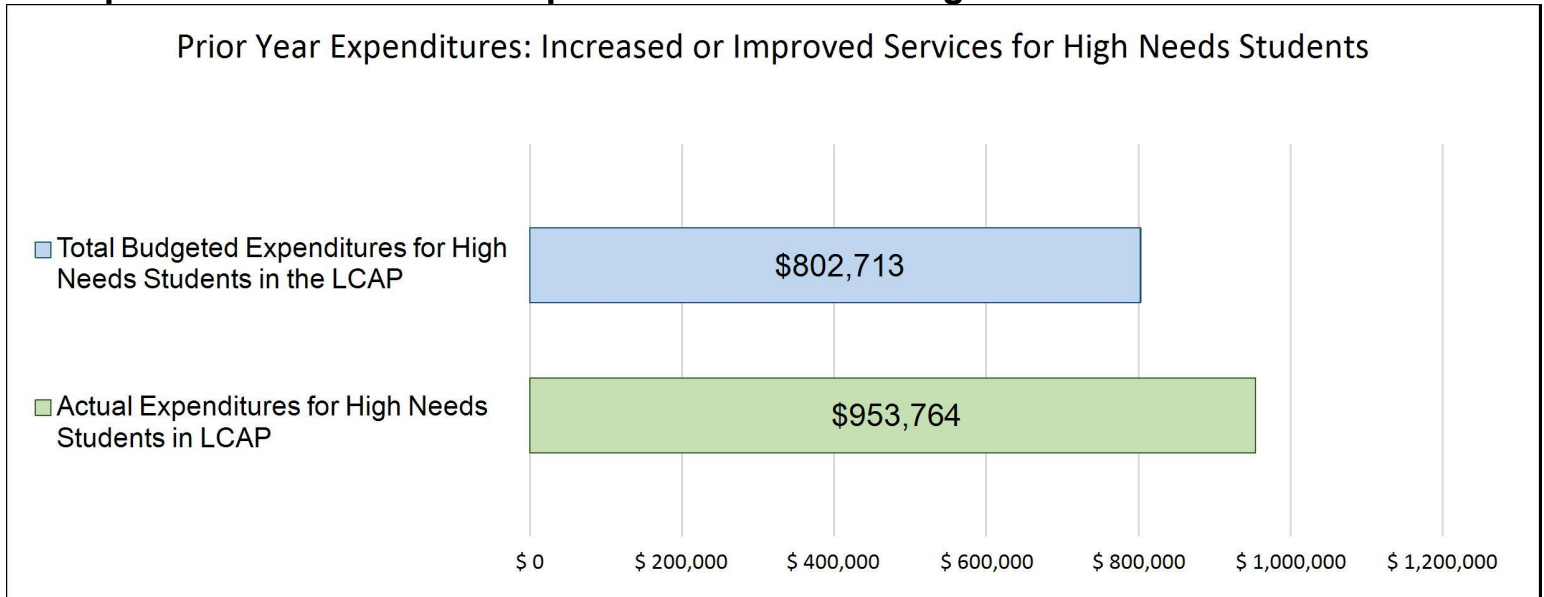
Operational Expenses including but not limited to CMO & Financial Service Provider Fees, plus IT, District Oversight, Communications, Legal, Payroll, Insurance, Depreciation, Meal Program & Custodial Expenses are not included in the LCAP.

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

In 2025-26, Da Vinci Connect is projecting it will receive \$959,128 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Connect must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Connect plans to spend \$1,307,477 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Da Vinci Connect 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 Connect estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Da Vinci Connect's LCAP budgeted \$802,713 for planned actions to increase or improve services for high needs students. Da Vinci Connect actually spent \$953,764 for actions to increase or improve services for high needs students in 2024-25.



## 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 Connect	Kaitlin Toon & Tami Christopher Principals K-8 & HS	ktoon@davincischools.org; tchristopher@davincischools.org 310-725-5800

## Plan Summary [2025-26]

### General Information

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

Da Vinci Connect is a public charter school serving K-12 students in the South Bay of Los Angeles and neighboring communities. Da Vinci Connect offers families a new approach to K-12 education combining school-site instruction with home-based learning, and partners with families to provide a unique learning model where students can discover their passions and talents in a flexible and personalized learning environment. The Da Vinci Connect Hybrid model includes 2 full days at school (Grades K-12): students participate in 2 days of project-based learning at school and 3 days of family facilitated/asynchronous off-site learning. Students attend school on either Monday/Tuesday OR Thursday/Friday (K8) or Monday/Thursday OR Tuesday/Friday (HS). At-school learning is project-based. At-home learning (also called homeschooling (K8) or asynchronous (HS) focuses on English Language Arts, math and extracurricular activities. Families are the primary K8 educators on at-home learning days and parents monitor student learning but learning is delivered asynchronously by teachers at the high school level. All learning and attendance is guided and reviewed by credentialed teachers across K-12.

#### Why Independent Study?

Our families choose DV Connect and homeschooling/independent study for many, many reasons. Here are a few they report:

- \* Homeschooling allows families to truly know how their children learn
- \* Homeschooling provides opportunities to explore passion projects
- \* DV Connect focuses on the learner as much as the learning
- \* Homeschooling enables the flexibility to participate in extracurricular learning that there is often little time for when students spend 35+hours per week at school

- \* DC Connect has amazing, passionate and compassionate teachers!
- \* Project-based learning is awesome!
- \* Traditional schools have too much bullying and "cliquish" behavior
- \* Students can pursue dual enrollment and career-connected learning at the high school level

#### Program Highlights

- \* Home-School Partnership
- \* Project-Based Learning
- \* Personalized learning
- \* Rich, challenging and engaging content that accommodates diverse learning styles
- \* Multi-age grouping
- \* Small class sizes (16-20 in elementary, 20-26 in middle school school and 15-30 in high school)
- \* Hands on, Minds-on Curriculum
- \* Learning-by-doing constructivist curriculum
- \* Opportunities for student voice and choice and personalization to reflect students' passions, interests and needs
- \* Curriculum preview meetings to address/discuss goals and ask questions
- \* Credentialed, experienced and dedicated teachers
- \* Distributive leadership
- \* Social Emotional curriculum that fosters community and personal development
- \* Habits of Heart and Mind
- \* Community of care and collaboration
- \* Public presentations of learning
- \* Mastery of "essential skills"
- \* 21st century learning and real-world problem solving

#### Memberships

- \* Coalition of Essential Schools
- \* California Charter Schools Association
- \* California Consortium for Independent Study
- \* Schools That Can
- \* Getting Smart

In 2024-25, Da Vinci Connect engaged its educational partners in a collaborative and thoughtful process to become a Title I Schoolwide program, ensuring alignment with our unique K-12 hybrid learning model and the needs of our community. As a school that deeply values family partnership and personalized learning, we invited input from families, staff, and community members through surveys, staff meetings, Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, as well as other ongoing communication channels. These conversations included a review of our LCAP data and actions, as well as how a Schoolwide Title I designation would allow for greater flexibility in providing targeted and schoolwide academic and social-emotional support for all students within our hybrid model. Stakeholders reviewed student performance data, participated in needs assessments, and explored how the change in status could expand access to services and resources across our diverse student body. Based on strong consensus and alignment with our mission to support all



learners, Da Vinci Connect will move forward with adopting the Schoolwide model, ensuring continued collaboration in developing and implementing a School Plan for Student Achievement via our LCAP that reflects the values and structure of our K-12 program.

## Reflections: Annual Performance

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

In spring 2025, the California Department of Education (CDE) released the 2025 AB 1505 Performance Category Data File which included the list of charter schools and their respective performance categories as determined by the CDE. Da Vinci Connect was placed into the High Performance Category, under Criterion 2: Receiving performance levels schoolwide and for a majority of subgroups that are the same or higher than the state average on the “academic performance indicators”—CAASPP for English language arts (ELA) and math, the English Language Progress Indicator (ELPI), and the College and Career Indicator (CCI). This status recognizes Da Vinci Connect as one of the highest performing charter schools in the state, and Wiseburn Unified School District renewed the charter petition for Da Vinci Connect for a 5-year term through June 30, 2031. In spring 2024, Da Vinci Connect also completed a full WASC accreditation self-study and visit and earned a 6-year accreditation, the highest outcome awarded by WASC.

Despite outperforming the state in all academic performance indicators overall and for a majority of subgroups, there is still work to be done. On the academic indicators on the 2024 CA Dashboard, Da Vinci Connect saw small declines in the distance from standard in both ELA and Math, and while ELA remained a green color rating, Math slipped into the Orange, and our English Learners saw a decline in the percentage of students making progress towards English Proficiency on the English Learner Progress Metric as well. In positive news, our College and Career Indicator (CCI) for our most recent class of high school graduates saw an increase in preparedness for a Very High status and earned a Blue color rating with 70% of 4th and 5th year graduates being rated as College Prepared. Our graduation rate remains high at 89.3% for the official 4-year cohort rate, however, Da Vinci Connect allows students the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), our early college program established in 2015. 10 students from the class of 2024 (14.3% of 2024 cohort students) elected to enroll in Rivet. If our college enrolled students are added to our official 84.3% graduation rate, it provides us with a corrected 5-year cohort graduation rate of 98.8%. All Rivet students from this cohort are enrolled in college courses for the 24-25 year. The Da Vinci Connect Suspension rate also saw a small decline to earn a Blue overall rating. To keep suspension rates low, we focused on studying alternative punitive measures including restorative justice and in-school supports as alternatives to suspension. Standards were met for meeting basic needs (teacher credentialing, instructional materials, facilities), implementation of standard-based instruction, parent engagement, local climate survey and access to broad course of study. We continue to work towards robust supports for all families via at-home learning curriculum and intervention systems and strategies for when students are not being successful, particularly students regarded as “unduplicated” by the state. Additionally, the standards were met for basics (teachers, instructional materials, facilities), implementation of academic standards, parent and family engagement, local climate survey and access to a broad course of study.

Over the past several years, Da Vinci Connect has experienced significant shifts in student demographics, including a steady increase in the percentage of students eligible for free or reduced-price meals. As a result, the school now qualifies to operate a schoolwide Title I program. This change marks an important opportunity to strengthen academic outcomes and support equity. Under schoolwide Title I status, Da Vinci Connect is able to use federal funds with greater flexibility to design and implement comprehensive strategies that benefit all students, while

still focusing on those most in need. This includes expanding access to high-quality instructional materials, increasing academic support services, investing in professional development for teachers, and creating more inclusive learning environments. The ability to coordinate Title I efforts with other funding sources also enhances the school’s capacity to implement cohesive, data-driven improvement plans that align with the school’s mission and goals.

**Reflections: Technical Assistance**

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

**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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
Students	At Connect, we engage students as educational partners by prioritizing their social-emotional wellness and providing access to counselors with a low student-to-counselor ratio. Our flexible learning environment embraces a "come as you are" mantra, fostering inclusivity and acceptance. The implementation of our Parent Advisory Committee ensures that all voices are heard. Our curriculum includes project-based learning instruction and advisory classes for high school students, promoting active participation and personalized guidance throughout their educational journey. Students are also involved in the hiring process for most positions within the school. Student-led clubs and a student leadership committee also promote student engagement at the high school level.
Parents/Guardians/Families	At Connect, we engage parents and guardians as educational partners through consistent communication via newsletters and blogs. We host back-to-school nights and beginning-of-the-year meetings to foster connections with families. Informational meetings help families understand the school, and instructional materials are easily accessible through Canvas. Our open-door policy ensures administrators are readily available, while Parent Educator Conferences and counseling workshops provide valuable education opportunities. Strategic staffing, including a Parent Educator Support Specialist, supports parents, and school community-building events like multicultural fairs, talent shows, and school dances bring everyone together. Additionally, the English Learner Advisory



Educational Partner(s)	Process for Engagement
	Committee and Parent Advisory Committees were combined this year to ensure that parental voices are integral to our school's success.
Staff	At Connect, we engage staff as educational partners by providing 20 days of professional development each year and actively seeking their input on the annual calendar. Our wellness committee ensures staff well-being, while the Parent Advisory Committee include staff voices in decision-making. The evaluation process encourages self-reflection and bi-annual meetings with administrative evaluators, promoting continuous growth. With an open-door policy, administrators remain accessible, and staff are honored as professionals, enjoying significant autonomy, such as designing project-based curricula.
Professional Partners	At Connect, we engage professional partners to support students through internships and provide valuable advice about life after high school. These industry professionals assist in project design and the development of real-world learning curricula, enriching our career technical education pathway offerings. They also participate in community-building events, fostering strong connections between students and the professional world, and ensuring that our educational programs are relevant and impactful.

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

The 2025-26 LCAP was influenced by feedback from a broad range of educational partners, which has directly informed the upcoming implementation of Title I schoolwide practices for the coming year. Input from students emphasized the importance of maintaining a supportive, inclusive environment and access to counseling services. As a result, Title I funds may be used to enhance social-emotional learning supports and sustain low student-to-counselor ratios. Feedback from parents, gathered through the Parent Advisory Committee and English Learner Advisory Committee, and ongoing communication efforts, highlighted the need for clearer access to academic resources and consistent family engagement. In response, ongoing strategies may also include expanded parent education opportunities, increased translation and accessibility of instructional materials, and family-centered events that build school-community connection. Staff input underscored the value of professional autonomy and support for wellness. This has led to plans for using Title I resources to fund relevant professional development and reinforce systems that promote educator growth and retention. Lastly, partnerships with professionals and community members emphasized the need to strengthen real-world learning emphasizing and supporting project-based learning design, advisory programming, and career pathway expansion to ensure that all students, especially those most in need, benefit from engaging, future-ready instruction.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Da Vinci Connect 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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

DV Connect 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Availability of Instructional Materials, as reported in the Student Accountability Report Card (SARC)	100% of students have access to instructional materials and resources in print or electronic formats in 2023-24.	100% of students have access to instructional materials and resources in print or electronic formats in 2024-25.		100% of students will have access to instructional materials and resources in print or electronic formats.	Maintained at 100%.
1.2	CDE Teacher Assignment Monitoring Outcomes (TAMO), as	In the 2021-22 school year (most recent TAMO data available),	In the 2022-23 school year (most recent TAMO data		100% of teachers are properly assigned.	Decline in appropriate teaching

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reported in the Student Accountability Report Card (SARC)	DV Connect employed 19.9 Teaching FTE (Full Time Equivalencies). 97.5% of teachers were classified as Clear, and assigned appropriately.	available), DV Connect employed 24.1 Teaching FTE (Full Time Equivalencies). 96% of teachers were classified as Clear, and assigned appropriately.			assignments of 1.5 %.
1.3	Teacher reflections and evaluations	100% of teachers completed a reflective evaluation process in 2023-24.	100% of teachers completed a reflective evaluation process in 2024-25.		95% of teachers will participate in a reflective evaluation process and earn a positive evaluation.	Maintained at 100%.
1.4	Teacher professional development ratings	On the 2023-24 annual staff survey, 88% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 81% positively to questions on the Professional Learning Environment.	On the 2024-25 annual staff survey, 92% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 90% positively to questions on the Professional Learning Environment		Staff will continue to provide at least 90% positive feedback on professional learning opportunities at Connect.	Increased Satisfaction- 4% increase in Professional Learning and Practices, and 9% increase in Professional Learning Environment.
1.5	Success in academic curriculum	89% of 9-12 students achieved a 2.0 or above unweighted GPA in Fall 2023, and 85% of 9-12 students earned a 2.0	89% of 9-12 students achieved a 2.0 or above unweighted GPA in Fall 2024, and 87% of 9-12		85% of students will remain above a 2.0 unweighted GPA each semester.	Maintained above 85%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		or above in Spring 2024.	students earned a 2.0 or above in Spring 2025.			
1.6	Targeted academic intervention	100% of students in need of intervention in Fall 2023 had academic supports in place before Spring 2024.	100% of students in need of intervention in Fall 2023 had academic supports in place before Spring 2025.		100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.	Maintained at 100%.
1.7	Specialized academic plans	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of newly enrolled IEP students, and 100% of incoming 504 students had Connect specific plans in place within 30 days of enrollment.		100% of students with existing specialized academic plans (IEPs/504s) will have plans in place and communicated to teachers within 30 days of enrollment.	Maintained at 100%.
1.8	CA Facilities Inspection Tool (FIT) results, as reported in the Student Accountability Report Card (SARC)	The school is safe, clean and well maintained per January 2024 facilities inspection overall rating of 'Exemplary'.	The school is safe, clean and well maintained per January 2025 facilities inspection overall rating of 'Exemplary'.		Overall annual facilities inspection rating will remain Good or Exemplary. At least 95% of students will report feeling safe at school.	Maintained rating at Exemplary.
1.9	School Safety: student survey results	Connect had 95% positive student ratings (Very Safe/ Safe/ Neutral) on the Fall 2023 survey question	Connect had 89% positive student ratings (Strongly Agree/ Agree) on the Fall 2024 survey question 'I		At least 95% of students will report feeling safe at school.	Decline of 6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		'Do you feel safe at school?'	feel safe at school.'			

## Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Da Vinci Connect successfully implemented the foundational components outlined in Goal 1. Instructional materials were made available to all students in both print and digital formats. Credentialed teachers delivered instruction aligned to the state standards, and all staff participated in ongoing professional development and reflective evaluation. Facilities remained safe, clean, and well maintained, with an ‘Exemplary’ rating on the 2025 FIT inspection.

One area of challenge was a slight decline in students’ self-reported feelings of safety on the school climate survey. This shift, from 95% to 89% positive responses, indicates a need to deepen our efforts around social-emotional supports and schoolwide culture-building in the coming year.

Overall, all planned actions were implemented with fidelity, and Connect maintained high levels of performance across metrics, reinforcing the strength of the systems in place.

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

There were no significant material differences between budgeted and actual expenditures for this goal. Expenditures related to instructional materials, professional development, facility maintenance, and student support services were consistent with projections. Minor variances occurred due to adjustments in staffing needs and the timing of purchases for instructional technology and classroom resources, but these remained within the planned budget parameters.

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

The specific actions under Goal 1 have been largely effective in supporting student learning and maintaining high-quality conditions of instruction. Notably, 100% of students have consistent access to curriculum-aligned instructional materials, ensuring equitable learning opportunities. The school has maintained a strong standard of instructional quality with 96% of teachers appropriately credentialed and assigned, though this reflects a slight decline from previous years. Professional development efforts show meaningful progress, with positive staff feedback increasing to 92% for professional learning processes and 90% for the professional learning environment, indicating growing staff engagement and satisfaction. Academic supports remain robust, with all students identified for intervention receiving timely assistance and specialized plans for students with IEPs or 504 accommodations consistently developed and communicated. Facilities have been

maintained at an exemplary level, though a slight decrease in student perceptions of safety highlights an area for renewed focus moving forward. Each of the following actions contributed to these results:

#### 1.1 Course Materials & Curriculum

All students continue to have 100% access to necessary instructional materials in print or electronic formats, maintaining full compliance and ensuring equitable access to curriculum resources. This action has been highly effective in supporting student learning needs.

#### 1.2 Teacher Recruitment and Credentialing Support

While the majority of teachers remain properly credentialed and assigned (96%), there was a slight decline from 97.5%. This signals a need to sustain and possibly enhance efforts in supporting teachers through induction, credentialing, and proper course assignments to maintain high standards of instruction.

#### 1.3 Teacher Professional Development

Teacher participation in professional development remains strong, with 100% completing reflective evaluations. Positive staff feedback increased, with 92% agreeing professional learning processes are effective, and 90% satisfied with the learning environment. This suggests professional development efforts are well-aligned with staff needs and improving instructional quality.

#### 1.4 Teacher Preparation Time

Although specific quantitative data is not provided, the maintained high academic outcomes and stable teacher satisfaction suggest that reduced student loads and increased planning time effectively support curriculum development and individualized student support.

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

Reflections on the past year's implementation have informed the following changes for the 2025–26 school year:

- **Strengthening School Safety and Culture:** In response to the decline in student-reported safety, Connect will expand its SEL programs, increase counseling supports, and implement more consistent restorative practices to build a stronger sense of belonging and emotional security across all grade levels.
- **Implementation of Marzano Professional Development Framework:** In the 2025-26 school year, DV Connect will launch a structured professional development series grounded in the Marzano Focused Teacher Evaluation Model to deepen instructional practices, support reflective teaching, and build shared language around effective instruction across grade levels.
- **Enhanced Data Monitoring:** In the coming year, the school will continue to develop and strengthen its Multi-Tiered System of Supports (MTSS) practices across all grade levels to ensure a cohesive and responsive approach to academic, behavioral, and social-emotional student needs. Additionally, there will be a focused effort to support high school students in dual enrollment courses, ensuring they receive the academic guidance and resources needed to succeed in these college-level courses.



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

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course materials & curriculum	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	\$257,000.00	No
1.2	Teacher recruitment and credentialing support	Coordination of Induction participation activities and mentors, teachers who have not cleared their credential are provided a Induction 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.	\$2,500.00	No
1.3	Teacher professional development	Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills, including math and equity conferences. Teachers will vertically plan curriculum with their grade level and/or department teams to ensure Common Core Standards are being met. Connect will provide CCSS-aligned instruction using integrated ELD and SDAIE instructional strategies, and will provide PD to teachers for examining achievement data and regularly reviewing progress. Support features are leveraged to support with language acquisition of EL students, UDL strategies, appropriate modifications and accommodations for students with IEPs, and unduplicated student groups.	\$291,469.00	Yes
1.4	Teacher preparation time	Teachers at Connect will be tasked with a lower total student load and be provided with more preparation time than a teacher in a traditional 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		No

Action #	Title	Description	Total Funds	Contributing
		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. Students will have access to before and access additional supports as needed to support their academic success.		

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Da Vinci Connect students and families will benefit from a school that is student-centered, inclusive, and caring. Connect 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.	Broad Goal

### State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

### An explanation of why the LEA has developed this goal.

DV Connect 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Attendance at Student Led Conferences	The number of K-8 parents attending student led conferences in 2023-24 was 97.8%.	99.9% of Connect TK-8 parents and over 96% of high school parents attended Fall and Spring Student Led Conferences.		The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Maintained above 90%.
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 75% of families responded positively (Strongly Agree/Agree) that	Fall 2024 parent surveys show that 86% of families responded positively (Strongly		At least 85% of families Agree or Strongly Agree that DV Connect involves parents in	Increase in parent satisfaction of 11%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Connect involves parents in decision-making processes.	Agree/ Agree) that Connect involves parents in decision-making processes.		decision-making processes.	
2.3	Parent Participation in programs for unduplicated pupils	Fall 2023 parent survey responses to the question: 'I feel welcome to participate at this school' are 91% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 87% positive for those who report being socio-economically disadvantaged.	Fall 2024 parent survey responses to the question: 'I feel welcome to participate at this school' are 89% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 93% 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 DV Connect.	EL families: Decline of 2%. SED families: Increase of 6%.
2.4	Average Daily Attendance (ADA)	2023-24 ADA for DV Connect 9-12 was 98.68% and for TK-8 it was 97.34%.	2024-25 ADA for DV Connect 9-12 was 94.91% and for TK-8 it was 97.94%.		DV Connect ADA will remain above 95%.	9-12: Decline of 3.77%.  TK-8: Increase of 0.6%.
2.5	CA Dashboard: Chronic Absenteeism	On the 2023 CA Dashboard, 9.7% of students were chronically absent, an increase of 5.9% from the previous year for an Orange color rating overall.	On the 2024 CA Dashboard, 8.6% of students were chronically absent, a decline of 1% from the previous year for a Green color rating overall.		DV Connect will maintain a Blue or Green rating for the Chronic Absenteeism indicator on the CA School Dashboard.	Decline in Chronic Absenteeism of 1.1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CA Dashboard: Chronic Absenteeism (unduplicated subgroups)	On the 2023 CA Dashboard, 16.1% of SED students were Chronically Absent, a 6.1% increase from the previous year for a Red color rating. 14.3% of English Learners were Chronically Absent, an increase of 9.7% from the previous year, but a color status level was not reported due to fewer than 30 students enrolled.	On the 2024 CA Dashboard, 15.5% of SED students were Chronically Absent, a 0.7% decline from the previous year for a Yellow color rating. 5.6% of English Learners were Chronically Absent, a decline of 8.7% from the previous year, but a color status level was not reported due to fewer than 30 students enrolled.		DV Connect will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard.	SED students: Decline of .7%, improved to Yellow rating. EL students: Decline of 8.7% (no color rating).
2.7	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 0.9% of students were suspended at least once, an increase of 0.9% from the previous year for a Green color rating overall.	On the 2024 CA Dashboard, 0.4% of students were suspended at least once, a decline of 0.5% from the previous year for a Blue color rating overall.		DV Connect will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard.	Decline: 0.5%, maintained Blue rating.
2.8	CA Dashboard: Suspension Rate (unduplicated subgroups)	On the 2023 CA Dashboard, 1.6% of SED students were suspended at least once, an increase of 1.6% from the previous year for a Yellow color rating. 3% of EL students were	On the 2024 CA Dashboard, 0.5% of SED students were suspended at least once, a decline of 1.1% for a Blue color rating for SED students. 0% of English		DV Connect will maintain a Blue or Green rating for both SED and EL student groups for the Suspension Rate indicator on the CA School Dashboard.	SED students: Decline of 1.1%, improved to Blue rating. EL students: Decline of 3%, improved to Blue rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended at least once, an increase of 3% from the previous year for an Orange color rating.	Learners were suspended at least once, a decline of 3% for a Blue color rating for EL students.			
2.9	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 83% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section questions.	On the Fall 2024 student survey, 91% of students chose 'Agree' or 'Strongly Agree' on the Diversity & Inclusion section questions.		More than 80% of respondents choose 'Agree,' or 'Strongly Agree' on the 5 question Diversity & Inclusion section of the annual student survey.	Increased satisfaction by 8%.
2.10	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 79% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 85% of students chose 'Agree' or 'Strongly Agree' on the School Culture section of the survey.		More than 80% of respondents Agree or Strongly Agree on the 7 question School Community & Connectedness section of the annual student survey.	Increased satisfaction by 6%.

## Goal Analysis [2024-25]

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

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

In 2024–25, Da Vinci Connect implemented a wide range of actions to support a student-centered, inclusive, and caring school environment. Parent engagement remained a key priority, with strong participation in student-led conferences (97.8%) and increased positive feedback on family involvement in decision-making processes (up 11% from the previous year). Implementation of inclusive family events, multilingual communication strategies, and targeted outreach to underrepresented families continued to deepen trust and participation, especially among socio-economically disadvantaged and English learner families.



Efforts to improve school climate were supported through professional development around DEI (Diversity, Equity, and Inclusion), student leadership initiatives, and advisory curriculum emphasizing belonging and emotional well-being. These actions contributed to increases in student-reported diversity & inclusion (up 8%) and school community & connectedness (up 6%).

A significant success this year was the marked improvement in suspension rates across all student groups, particularly among socio-economically disadvantaged and English learner students, both of whom achieved a Blue rating on the CA Dashboard for the first time. Chronic absenteeism also declined across all students and subgroups, although it remains an area of continued focus. There were no substantive differences between planned and implemented actions.

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

There were no material differences between budgeted and actual expenditures for this goal. Funds were used as intended to support family engagement, school culture initiatives, student support programs, and targeted interventions for unduplicated students. Slight cost efficiencies in other areas allowed for reallocation toward student wellness resources without impacting overall program implementation. The percentage of improved services remained aligned with projections and directly supported the prioritized student groups.

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

Overall, the actions under Goal 2 have been effective. Parent involvement metrics exceeded the established targets, and satisfaction among families from historically underserved backgrounds remained strong. Student culture indicators — including feelings of safety, inclusion, and connectedness — all improved, with multiple metrics surpassing 90% satisfaction. The decrease in suspension rates, especially among SED and EL students, highlights the effectiveness of restorative practices and staff training in social-emotional learning and behavior support. Chronic absenteeism saw moderate improvement but continues to present challenges, particularly for SED students. While the overall rate moved from Orange to Green, targeted strategies to support attendance for specific subgroups will remain a focus area next year.

### 2.1 Parent Engagement & Communications

Da Vinci Connect's efforts to increase parent engagement have been effective, with parent attendance at student-led conferences reaching 97.8%, well above the 90% target. Parent input in decision-making improved from 75% to 86%, surpassing the goal, while families who are socioeconomically disadvantaged reported feeling more welcome to participate. Although families with primary languages other than English showed a slight decline, their participation remains strong.

### 2.2 Advisory & SEL curriculum

The advisory and SEL curriculum contributed to a positive school climate, as reflected by increased student survey responses indicating greater feelings of diversity, inclusion (up 8%), and community connectedness (up 6%). These gains suggest that advisory programming is successfully supporting student engagement and socioemotional well-being.

### 2.3 Counseling Staffing

Lower student-to-counselor ratios have helped maintain high attendance rates (above 97%) and reduce chronic absenteeism overall and within unduplicated student groups, improving from Red and Orange to Yellow and Green ratings on the CA Dashboard. This indicates counseling supports are effectively promoting consistent student attendance.

2.4 Extra-curricular activities

Though specific data on extracurricular participation is limited, increased student morale and connectedness reported in surveys suggest these activities are positively impacting engagement and school culture.

2.5 Assistant Principal staffing

Finally, assistant principal staffing has supported improved academic and behavioral outcomes, demonstrated by declining suspension rates overall and among unduplicated pupils, moving to Blue ratings on the Dashboard. These reductions reflect effective leadership and targeted student support.

Overall, these actions have measurably advanced Da Vinci Connect’s goal of fostering a student-centered, inclusive, and caring environment, with ongoing efforts needed to further support families with diverse linguistic backgrounds.

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

As a result of reflection on implementation and outcomes, actions for the coming year will include a more robust, tiered family engagement model to ensure all families — particularly those in unduplicated groups — have consistent opportunities to participate in decision-making and school events. Attendance and learning log completion supports will continue to expand, including increased staff outreach and home-school partnership programs aimed at reducing chronic absenteeism. Student-led initiatives focused on community-building and peer mentorship will also be further investigated to sustain momentum around student connectedness and school culture. Additionally, metrics related to parent engagement and survey participation and responses will be disaggregated more frequently to allow for targeted adjustments throughout the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/ guardian engagement & communications	Da Vinci Connect will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events and parent engagement opportunities that is posted and updated on the school website. The school	\$32,423.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>2.2</b>	Advisory & SEL 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. 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.	\$12,875.00	No
<b>2.3</b>	Counseling Staffing	Counselors, counseling interns, and social work interns will support students more effectively with a lower student to counselor ratio. DV Connect will continue to staff at a lower student to counselor ratio in comparison to schools in California. DV Connect ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and academic and behavioral support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.	\$474,887.00	Yes
<b>2.4</b>	Extra-curricular activities	Students will have community dialogues that increase student morale. Extracurricular programs, athletics, Performing Arts and stipends or hourly wages for adults running programs will be offered.	\$262,750.00	No
<b>2.5</b>	Assistant principal staffing	To ensure the academic success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues.	\$163,199.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Da Vinci Connect 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.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)

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, but also more formative college prep testing via the NWEA MAP 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 NWEA MAP 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 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard: English Language Arts	On the 2023 CA School Dashboard, DV Connect students scored 27.8 points above standard in ELA, a decrease of 14.3	On the 2024 CA School Dashboard, DV Connect students scored 20.7 points above standard in ELA, a		DV Connect will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.	Decline of 7.2 points, maintained Green rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points from the year before, for a Green overall dashboard rating.	decline of 7.2 points from the year before, for a Green overall dashboard rating.			
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 School Dashboard, our 136 SED students at Connect scored 4.4 points below standard in English, maintaining with an increase of 1.7 points for a Yellow color rating. EL students scored 16.3 points below standard in English, an increase of 23.9 points from the previous year, but no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 School Dashboard, our 184 SED students at Connect scored 16.6 points below standard in English, a decline of 12.2 points for an Orange color rating. EL students scored 30.4 points below standard in English, a decline of 14.1 points from the previous year, but no color rating for EL students was given because there were fewer than 30 students in the subgroup.		DV Connect will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.	SED students: Declined 12.2 points, dropped to Orange rating. EL students: Declined 14.1 points (no color rating).
3.3	NWEA MAP: Reading Achievement	Winter 2023-24 overall performance scores in Reading were Average, High Average, or High for 75% of Da Vinci Connect students.	Winter 2024-25 overall performance scores in Reading were Average, High Average, or High for 71% of Da Vinci Connect students.		80% of students overall will score Average, High Average, or High on the Reading NWEA MAP.	Decline of 4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	NWEA MAP: Reading Growth	Winter 2022-23 to Winter 2023-24 NWEA MAP observed growth in Reading met the Grade-Level Norms Projected Growth for all grade levels except 1st, 10th, and 11th grades.	Winter 2023-24 to Winter 2024-25 NWEA MAP observed growth in Reading met the Grade-Level Norms Projected Growth for all grade levels except 1st, 2nd, and 7th grades.		All grade levels will meet Schoolwide Grade-Level Norm Projected Growth on the Reading NWEA MAP.	Maintained at 3 grade levels not meeting growth targets.
3.5	CA Dashboard: English Learner Progress Indicator (ELPI)	On the 2023 CA School Dashboard, 61.9% of Connect EL students made progress towards English Language Proficiency, an increase of 6.9%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, 47.1% of Connect EL students made progress towards English Language Proficiency, a decline of 14.8%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.		DV Connect will maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.	Decline of 14.8% (no color rating).

## Goal Analysis [2024-25]

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

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

During the 2024-25 school year, Da Vinci Connect continued to implement a range of strategies to support student achievement in English Language Arts, with a particular focus on low-income and English Learner students. Core practices included use of the NWEA MAP assessment for progress monitoring, continued administration of the ELPAC for English Learners, and intentional efforts to engage educational partners in discussions around student growth and college readiness indicators. Teachers and leaders reviewed and reflected on performance data throughout the year, with instructional and support staff adjusting approaches in real time based on MAP and CAASPP trends.



A challenge this year included a decline in ELA performance among both socioeconomically disadvantaged and English Learner student groups, as reflected in the 2024 CA Dashboard data. While the overall student body maintained a Green status in ELA, the SED group dropped to Orange, and ELs showed a continued decline in performance without a reportable status due to small cohort size. Despite these subgroup challenges, successes included maintaining strong overall student achievement levels and growth in student participation and parent engagement in the definition and tracking of academic progress.

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

There were no material differences between budgeted expenditures and actual spending related to this goal. All planned investments in digital tools, staffing supports, and curriculum resources were executed as intended.

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

Many of the actions taken this year had mixed levels of effectiveness in driving progress toward Goal 3. The use of the NWEA MAP Reading assessment provided helpful insights into student achievement levels and growth over time, and 71% of students scored within the Average or above range, which is a promising indicator of overall readiness, but a 4% decline from the previous year. Additionally, MAP data showed growth consistent with grade-level projections for most grade levels, which reflects some success in instructional implementation. However, subgroup performance data suggest that current supports were less effective for socioeconomically disadvantaged students and English Learners. The SED group experienced a 12.2-point decline in ELA scores on the CAASPP and dropped from a Yellow to an Orange rating, while ELs saw a 14.1-point decline in performance on the same assessment. Progress on the ELPI also declined by 14.8%. These results highlight a need to reevaluate current supports and increase targeted interventions for our unduplicated student groups to ensure more equitable outcomes moving forward. The actions implemented to support ELA achievement, particularly for unduplicated students, have demonstrated moderate effectiveness in making progress toward the goal, though notable gaps remain that require continued attention and refinement.

Action 3.1 (Reading & ELA Interventions) and Action 3.2 (College-Level English Support) provided direct, targeted support for students performing below standard, especially SED and EL students. As of the most recent CAASPP data, SED students scored 4.4 points below standard in ELA—narrowing the gap relative to prior years—while EL students remain significantly behind at 16.3 points below standard. While the gap has not closed entirely, these actions contributed to improved access to intervention, especially through academic coaching and dedicated college readiness instruction.

Action 3.3 (ELA Curriculum & Programs) ensured curriculum consistency and alignment across grade levels. With a streamlined set of core ELA materials (e.g., Fish Tank, Imagine Learning, Edgenuity), students have greater access to coherent, grade-level instruction. However, the full impact of this action on long-term literacy growth will require continued implementation fidelity and monitoring.

Action 3.4 (EL Supports & Coordination) showed mixed effectiveness. While 61.9% of EL students made progress on the ELPAC, the CAASPP ELA scores and the lack of EL graduates in 2023 indicate persistent needs. The investment in EL coordination and ELD seminars is foundational, but outcomes suggest that more intensive or differentiated supports may be required for EL students to achieve parity.

Action 3.5 (NWEA MAP Reading Tests) was effective in providing real-time, actionable data to guide instruction and intervention decisions. Educators used MAP data to adjust supports and track progress toward proficiency. However, further professional development on data interpretation and instructional response may enhance the impact of this tool.

Overall, while these actions have laid strong foundations—particularly in providing aligned curriculum, assessment tools, and targeted support—the effectiveness in terms of closing achievement gaps remains a work in progress. Continued focus on EL performance, refinement of intervention strategies, and deeper integration of assessment data into instruction will be key to accelerating progress.

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

Based on data analysis and stakeholder reflection, DV Connect will prioritize the following changes in the coming year:

- Implement sitewide professional development in the Marzano instructional framework to strengthen high-impact teaching strategies and ensure alignment across classrooms, with particular attention to strategies that benefit EL and SED students.
- Adopt and integrate IAB and FIAB interim assessments across grade levels to better align instruction with CAASPP expectations and provide timely data to inform instructional shifts throughout the year.
- Strengthen collaborative data inquiry practices to support targeted instructional planning and interventions, particularly in areas identified as needing growth from MAP and CAASPP data.
- Increase teacher support for ELD and integrated language development strategies, including dedicated collaboration time to plan differentiated instruction and review ELPI data.

Metrics and targets for MAP Reading achievement and growth will remain in place, with renewed focus on disaggregated data to monitor subgroup progress. Efforts will also be made to build stronger communication with families regarding academic progress and college readiness, particularly for EL and SED students.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Reading & ELA support & intervention programs	Students in need of English interventions will have access to intervention and support courses. 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.	\$83,053.00	Yes
3.2	College level English & writing supports	All students needing additional support to accomplish college coursework receive targeted instruction from a credentialed teacher in a class called "College Support." Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	\$72,755.00	Yes
3.3	English Language Arts curriculum & programs	Da Vinci Connect students will be provided with the appropriate English Language Arts curriculum and course materials necessary to ensure growth and success in ELA. Connect will review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	\$11,799.00	No
3.4	English Learner Supports & 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.	\$171,677.00	Yes
3.5	NWEA MAP reading tests	To ensure success and growth for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, students will be offered the opportunity to take the NWEA MAP in grades TK-12 to ensure growth towards proficiency and college readiness. Teachers analyze student data from NWEA MAP tests and mastery based grading to implement proper interventions as well as measure student growth. Connect will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff.	\$7,457.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.6</b>	MTSS Supports & Data Monitoring Costs	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. Da Vinci Schools Data & Accountability staff work to support data collection, analysis, and structures to help ensure that high needs students have the interventions and resources that they need to be successful.	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Da Vinci Connect 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.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)

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, but also more formative college prep testing via the NWEA MAP 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 NWEA MAP 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 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard: Mathematics Indicator	On the 2023 CA School Dashboard, DV Connect students scored 20.2 points below standard in Math, a decrease of 27.9 points from the year before, for a Yellow	On the 2024 CA School Dashboard, DV Connect students scored 31.8 points below standard in Math, a decline of 11.6 points from the		DV Connect will maintain a Blue or Green rating in Mathematics on the CA School Dashboard.	Declined 11.6 points, fell to Orange color rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	year before, for an Orange overall dashboard rating.			
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 School Dashboard, our 136 SED students at Connect scored 81.5 points below standard in math, a decrease of 29.4 points for an Orange color rating. EL students scored 60.7 points below standard in Math, an increase of 28.4 points from the previous year, but no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, our 186 SED students at DV Connect scored 76.8 points below standard in Math, an increase of 4.7 points from the year before for a Yellow overall dashboard rating. English Learners scored 90 points below standard, a decline of 29.2 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.		DV Connect will annually improve CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED students: increase of 4.7 points, improved to Yellow color rating. EL students: decline of 29.2 points (no color rating).
4.3	NWEA MAP: Math Achievement	Winter 2023-24 overall performance scores in Mathematics were Average, High Average, or High for 64% of Da Vinci Connect students.	Winter 2024-25 overall performance scores in Mathematics were Average, High Average, or High for 60% of Da Vinci Connect students.		80% of students overall will score Average, High Average, or High on the Mathematics NWEA MAP.	Declined 4%.



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	NWEA MAP: Math Growth	Winter 2022-23 to Winter 2023-24 NWEA MAP observed growth in Mathematics met the Grade-Level Norms Projected Growth for all grade levels except 1st, 2nd, 11th, and 12th grades.	Winter 2023-24 to Winter 2024-25 NWEA MAP observed growth in Mathematics met the Grade-Level Norms Projected Growth for all grade levels except 1st, 2nd, 4th, 7th, 10th, and 12th grades.		All grade levels will meet Schoolwide Grade-Level Norm Projected Growth on the Mathematics NWEA MAP.	Declined by two additional grade levels not meeting projected growth.

## Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Da Vinci Connect continued efforts to build a more comprehensive and equitable approach to Mathematics achievement and college readiness. While core instructional practices and assessments remained aligned to state standards and MAP growth targets, there were challenges in sustaining consistent progress across all grade levels. Several grade levels did not meet projected growth benchmarks, and overall MAP achievement declined slightly. Improvements were observed among socioeconomically disadvantaged (SED) students on the CA Dashboard, showing a modest gain and improved color rating, while English learners experienced a notable decline.

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

There were no significant material differences between budgeted and actual expenditures for this goal. Funds were largely expended as planned, supporting instructional time, assessments, and supplemental services aimed at promoting student growth in Mathematics. However, the effectiveness of these investments varied, with some student groups not making expected progress, indicating the need to strengthen instructional strategies and differentiated support in the coming year.

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

Actions to promote Mathematics growth and achievement yielded mixed results in 2024–25. While SED students improved their distance from standard and moved up to a Yellow color rating on the CA Dashboard, English learners saw a significant decline in performance, and overall MAP achievement and growth data showed regression. This indicates partial effectiveness of current strategies, with a need to better

target interventions and instructional practices to support high-need student groups. Continued collaboration with stakeholders and review of student-level data will be essential for refining supports moving forward. To date, the actions implemented under Goal 4 have demonstrated moderate effectiveness in making progress toward improving mathematics achievement for all students, particularly unduplicated students. The integration of academic coaching, curriculum enhancement, progress monitoring tools, and a tiered system of supports has contributed to a more targeted and responsive instructional approach.

Action 4.1 (Mathematics Support & Intervention Programs) has had the greatest direct impact on unduplicated students. Academic coaching and expanded access to intervention courses provided essential support to students identified as needing additional help in math. These interventions have helped address achievement gaps, particularly among socioeconomically disadvantaged students and English Learners, whose CAASPP Math scores were significantly below standard. Although the gaps have not yet been fully closed, early indicators suggest that prioritized interventions and coaching are improving student outcomes and helping students make progress toward standard proficiency.

Action 4.2 (Math Curriculum & Programs) ensured students had access to high-quality, standards-aligned math curricula with embedded support tools. Programs like Zearn and Art of Problem Solving, as well as teacher training through Title II, have helped ensure that math instruction is more coherent, engaging, and accessible across all grade spans. These programs provide structure and scaffolds necessary for all students to access rigorous content, though further alignment between curriculum usage and student outcomes is still being monitored for full impact.

Action 4.3 (NWEA MAP Mathematics Tests) continues to be an effective diagnostic and progress monitoring tool. MAP data has provided timely insights that support instructional planning, individualized interventions, and the identification of skill gaps. This has been especially valuable for unduplicated students, enabling teachers to track academic growth and make real-time adjustments to instruction and support. Staff are increasingly using MAP data to inform instructional practices, though consistent use across all grade levels remains a growth area.

Action 4.4 (MTSS Supports & Data Monitoring) has supported the development of more robust intervention structures. Data & Accountability staff have enabled more efficient data analysis and intervention tracking, ensuring students are identified for support in a timely and strategic manner. As MTSS systems become more embedded, there is early evidence of improved responsiveness to student needs; however, further development of tiered interventions and fidelity in implementation is needed to maximize effectiveness.

In summary, while measurable growth in Math achievement has been observed for some students, particularly those receiving targeted supports, significant gaps still exist for unduplicated students. The effectiveness of Goal 4 actions lies in the foundational systems now in place—coaching, curriculum, assessments, and MTSS—that together provide a more equitable and personalized educational experience. Continued refinement and deeper implementation will be critical in accelerating progress and closing achievement gaps in the years ahead.

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

In response to outcome data and ongoing performance disparities, planned changes for the coming year will include a deeper focus on differentiated instruction and data-informed planning to support student groups who are not yet meeting standards. The school will continue leveraging NWEA MAP data to guide instructional adjustments and identify students in need of targeted support. Additionally, teachers will

receive Marzano training to strengthen instructional strategies and promote more effective teaching practices aligned to standards and learning goals. The implementation of CAASPP-aligned IAB and FIAB interim assessments will provide additional formative data to inform instruction and better prepare students for summative testing. Greater emphasis will also be placed on progress monitoring and stakeholder engagement to ensure timely and responsive adjustments throughout the year.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Mathematics support & intervention programs	Students in need of Mathematics interventions will have access to intervention and support courses. 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.	\$91,366.00	Yes
4.2	Math curriculum & programs	Da Vinci Connect students will be provided with the appropriate mathematics curriculum and course materials necessary to ensure growth and success in math. Connect will implement math curriculum with embedded usage tracking, support, and re-teaching when needed, as well as review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	\$15,912.00	No
4.3	NWEA MAP mathematics tests	To ensure success and growth for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, students will be offered the opportunity to take the NWEA MAP in grades TK-12 to ensure growth towards proficiency and college readiness. Teachers analyze student data from NWEA MAP tests and mastery based grading to implement proper interventions as well as measure student growth. Connect will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff.	\$7,457.00	No

Action #	Title	Description	Total Funds	Contributing
<b>4.4</b>	MTSS Supports & Data Monitoring Costs	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. Da Vinci Schools Data & Accountability staff work to support data collection, analysis, and structures to help ensure that high needs students have the interventions and resources that they need to be successful.	\$20,000.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	Da Vinci Connect 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 Connect prepared for their college experiences and careers in their lives beyond graduation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The 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 Connect, 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. College course completion in high school is also a critical component of our model, and it is our goal that all students leave high school with college credits earned at no cost to students or their families.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard: 4-Year Cohort Grad Rate	Da Vinci Connect allows students the option to postpone earning their diploma and enroll in Rivet, an early college program. 5 students from the class	Da Vinci Connect allows students the option to postpone earning their diploma and enroll in Rivet, an early college program.		Cohort graduation rate (including Rivet students) will be Very High by state standards (at least 95%).	Decline in official rate of 1.4%, increase in actual rate of 1.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of 2023 (11.9% of 2023 cohort students) elected to enroll in DVX. If our college enrolled students are added to our official 85.71% graduation rate, it provides us with a corrected 4-year cohort graduation rate of 97.61%. All Rivet students from this cohort are enrolled in college courses for the 23-24 year.	10 students from the class of 2024 (14.3% of 2024 cohort students) elected to enroll in Rivet. If our college enrolled students are added to our official 84.3% graduation rate, it provides us with a corrected 5-year cohort graduation rate of 98.8%. All Rivet students from this cohort are enrolled in college courses for the 24-25 year.			
5.2	4-Year Cohort Dropout Rate	The 4-year cohort dropout rate for the class of 2023 was 0% (0 students).	The 4-year cohort dropout rate for the class of 2024 was 0.2% (1 student).		The dropout rate will remain less than 2%.	Increase of 1 dropout.
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 66.7% of Connect graduates were rated by the state as Prepared, for a High dashboard rating. No CCI ratings were reported on the 2022 dashboard, so change and color ratings for this metric will not be reported until the 2024 dashboard.	On the 2024 CA School Dashboard, 70% of DV Connect graduates were rated by the state as Prepared, an increase of 3.3% from the year before, for a Blue overall dashboard rating.		DV Connect will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Increase of 3.3% for a Blue color rating.



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 60% of Connect SED graduates were rated as prepared on the College & Career indicator, which would normally be a High status rating, though no Performance Level was officially reported because there were fewer than 30 students in the group. Connect had no EL graduates in 2023, so no CCI status was reported on the 2023 dashboard for this group. No CCI ratings were reported on the 2022 dashboard, so change and color ratings for this metric will not be reported until the 2024 dashboard.	On the 2024 CA School Dashboard, 73.5% of DV Connect SED graduates were rated as prepared on the College & Career indicator, an increase of 13.5% from the previous year, though no color rating was awarded. No data or color rating for EL students was awarded by the state due to an EL population fewer than 11 students.		DV Connect will maintain a Blue or Green rating for unduplicated student groups on the College & Career indicator on the CA School Dashboard.	SED students: increase of 13.5% (no color rating).
5.5	College Course Completion	72% of the class of 2023 completed a college course prior to graduation. (26/36 graduates)	77% of the class of 2024 completed a college course prior to graduation. (50/65 graduates)		100% of DV Connect students will earn college credit for at least one course prior to graduation.	Increase in number of students completing one college course of 5%.
5.6	Broad course of study: A-G eligibility rate	72% of the class of 2023 completed the courses required for A-G eligibility. (26/36 graduates)	78.6% of the class of 2024 4 and 5 year graduates completed the courses required		DV Connect will maintain A-G course eligibility rates above 90%.	Increase in A-G eligible graduates of 6.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for A-G eligibility. (55/70 graduates)			
5.7	Broad course of study:K-8	100% of K-8 students receive instruction in math, language arts, and project based social studies and science.	100% of K-8 students receive instruction in math, language arts, and project based social studies and science.		100% of K-8 students receive instruction in math, language arts, and project based social studies and science.	Maintained access at 100%.

## Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Da Vinci Connect continued its commitment to preparing students for postsecondary success through a broad and inclusive definition of college and career readiness. The school strengthened pathways for early college access, increased A-G course completion rates, and sustained high levels of student engagement through project-based learning and broad course offerings. More students participated in dual enrollment, and an increased percentage completed college coursework before graduation. Emphasis was placed on social-emotional skill development, leadership opportunities, and access to real-world learning experiences aligned with 21st-century competencies. Despite these successes, the school continues to navigate the challenges of balancing individualized graduation timelines (e.g., Rivet) with traditional accountability metrics, which impacts the interpretation of official cohort graduation rates.

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

There were no material differences between budgeted and estimated actual expenditures for this goal. Investments in college course access, A-G alignment, and project-based instruction were implemented as planned, and services for unduplicated pupils were delivered consistently. Planned percentages of improved services closely aligned with estimated actuals, as targeted supports and real-world learning experiences were maintained for students identified as socioeconomically disadvantaged, English learners, and other high-need groups.

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

The specific actions taken this year were largely effective. The increase in the percentage of students completing college coursework (from 72% to 77%) and the improved A-G eligibility rate (from 72% to 78.6%) indicate progress toward key components of college and career readiness. Additionally, the College and Career Indicator (CCI) rose to a Blue level on the CA Dashboard, and the percentage of socioeconomically disadvantaged (SED) students rated as "Prepared" increased by 13.5%. These outcomes reflect successful implementation of strategies that support academic rigor, career exploration, and equitable access to postsecondary pathways. The minor

rise in dropout rate (from 0% to 0.2%) will be monitored, but remains within the targeted range. Da Vinci Connect High School implemented a series of intentional, research-aligned strategies under Goal 5 to improve graduation, dropout, and college and career readiness rates—especially for unduplicated student groups. Three key actions stand out for their measurable impact and strategic alignment with the school's vision for equity and post-secondary success:

#### Action 5.1: Credit Recovery / Summer School

This action directly addressed the academic needs of students who were off track for graduation. By creating additional credit recovery options during the school year and offering summer school courses in core subjects, DV Connect ensured timely credit attainment for students, especially those at greater risk of dropping out. This action was effective in maintaining a 0% dropout rate and achieving a 97.61% adjusted graduation rate for the Class of 2023 when including students who enrolled in Rivet. These results suggest strong impact, especially since all unduplicated students completed high school. Prioritizing unduplicated students for recovery opportunities also demonstrated the school's commitment to equity, helping ensure every student had a viable path to graduation.

#### Action 5.2: College Courses & Counseling

Offering college courses to high school students—with a focus on unduplicated groups—helped address long-term college and career readiness gaps. Through dual enrollment and comprehensive counselor support, students not only earned early college credits but also developed confidence in navigating post-secondary systems. The College and Career Indicator (CCI) “High” status rating (66.7% Prepared for All Students and 60% for SED students) reflects the success of this approach. While the CCI rate for SED students was slightly below the overall rate, it still fell within the “High” band and showed the positive effect of targeted support. The continued monitoring and prioritization of these students ensures this action remains focused and responsive to evolving needs.

#### Action 5.3: Career Exploration

Real World Learning (RWL) opportunities—including internships, mentorships, CTE Pathways, and use of Naviance—offered critical exposure to post-secondary options beyond traditional college pathways. These experiences are particularly impactful for unduplicated students, who often lack access to career-connected learning outside of school. By linking students' interests and strengths to specific careers, majors, and post-secondary institutions, the program supports informed decision-making and sustained engagement. Though specific CCI metrics for career pathway completion are not yet available, the presence of these structures and tools reflects a proactive approach to bridging equity gaps in college and career readiness.

#### Overall Effectiveness

Collectively, these three actions support a comprehensive system for ensuring students not only graduate but are also equipped with the academic and real-world tools to thrive beyond high school. DV Connect's sustained focus on unduplicated students, coupled with measurable outcomes in graduation, dropout, and CCI indicators, demonstrate the effectiveness of these actions in promoting equitable student success.

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

Based on this year's reflections, the school will increase efforts to ensure every graduate completes at least one college course, moving closer to the 100% target. While many students succeed with dual enrollment, some require additional counseling and scaffolding to ensure access and success. In addition, the school will continue refining how progress is communicated to families and stakeholders, and continuing to enlist their support from home. More intentional outreach and progress monitoring will be introduced earlier in high school to support students in meeting A-G requirements, completing career exploration milestones, and accessing college credit opportunities. No major changes to metrics or targets are planned, but interventions will be strengthened to support consistent progress toward existing goals.

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

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Credit recovery/ Summer School	DV Connect 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. Summer school courses will be made available in core content area courses as determined by student needs. Unduplicated students will be targeted for interventions and given priority on recovery opportunities.	\$32,357.00	Yes
5.2	College courses & counseling	College courses will be offered to as many students as possible, and priority and focus will be given to unduplicated students who traditionally have lower college going and college success rates than their peers. 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.	\$137,809.00	Yes
5.3	Career exploration	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	\$374,493.00	No

Action #	Title	Description	Total Funds	Contributing
		industry partner-supported learning experiences such as project support, internships, mentorship, 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. Students are able to research, track, and save careers and colleges that interest them, as well as their college applications and scholarships. 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.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$959,128.00	\$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
8.546%	0.000%	\$0.00	8.546%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p><b>Action:</b> Teacher professional development</p> <p><b>Need:</b> 89% of 9-12 students achieved a 2.0 or above unweighted GPA in Fall 2024, and 87% of 9-12 students earned a 2.0 or above in Spring 2025.</p> <p>Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED</p>	As a single-site charter school, all students at Da Vinci Connect are enrolled in the same school and LEA. While all teachers benefit from ongoing training, professional development can and should be designed with intentional focus on the needs of unduplicated students. Schoolwide implementation ensures that every educator, regardless of subject or grade level, is equipped with strategies that support the diverse needs of all learners. Trainings on scaffolding, Universal Design for Learning (UDL), sheltered instruction, and culturally	We will continue to monitor academic progress and access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students, with 88% of SED students earning a 2.0 GPA in Fall, while 93% of non-SED students earned a 2.0 or above. Similarly in Spring, Only 84% of SED students had over a 2.0, while 91% of non-SED students did.</p> <p>The results for English Learner (EL) and Redesignated English Proficient (RFEP) students as compared to their English Only (EO) and Initial English Proficient (IFEP) counterparts were more promising. 92% of EL/RFEP students earned a 2.0 or above GPA in Fall 2024, while 90% of EO/IFEP students earned a 2.0. In the spring, however, the gap reversed with 86% of EL/RFEP students earning a 2.0 and 87% of EO/IFEP students coming in slightly higher.</p> <p>Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores in grades 3-8 and 11 than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 16.6 points below standard in ELA, while All Students scored 20.7 points above standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. in 2024, EL students scored 30.4 points below standard in ELA (All Students: 20.7 above standard).</p> <p>In grades 3-8 and 11 in Math, socioeconomically Disadvantaged (SED) students have significantly lower CAASPP</p>	<p>responsive teaching benefit the entire student body while providing essential support for EL and SED students. These students often require differentiated instruction, language-rich environments, and trauma-informed practices to thrive academically.</p> <p>By embedding these strategies across all classrooms, professional development promotes instructional consistency and coherence throughout the school. Research confirms that schoolwide professional learning, when grounded in the needs of the most vulnerable students, raises overall teacher effectiveness and leads to higher achievement and GPA gains for targeted student groups (Darling-Hammond, Hyler, &amp; Gardner, 2017). A schoolwide approach ensures that the needs of EL and SED students are not left to isolated interventions, but instead become part of a comprehensive instructional framework that supports all learners.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Math scores than the All Students results, demonstrating learning gaps in Math are present. in 2024, SED students scored 76.8 points below standard and All Students scored 31.8 points below standard in Math.</p> <p>The data is also similar for English Learner (EL) students as compared to their non-EL peers, though the gaps are smaller than those for SED students. in 2024, EL students scored 90 points below standard (All Students: 31.8 below standard) in Math.</p> <p>Targeted professional development is essential when persistent achievement gaps exist for English Learners and Socioeconomically Disadvantaged students in both Math and ELA CAASPP performance. High-quality professional learning equips educators with the tools and strategies necessary to meet the diverse academic and linguistic needs of unduplicated students. This includes training in culturally responsive teaching, differentiated instruction, and the effective use of formative assessments to adjust instruction in real time.</p> <p>Ongoing professional development also supports the creation of more engaging, relevant curricula that foster student motivation and connection—especially for students who may not see themselves reflected in traditional content. When teachers are supported in deepening their instructional practices and in analyzing and responding to student data, they are better prepared to close learning gaps and</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>increase access to grade-level content. Strengthening teacher capacity in these areas directly impacts the academic achievement, engagement, and long-term success of EL and SED students.</p> <p><b>Scope:</b> LEA-wide</p>		
2.1	<p><b>Action:</b> Parent/ guardian engagement &amp; communications</p> <p><b>Need:</b> Da Vinci Connect continues to maintain strong parent/guardian engagement overall, with 89% of families in the Fall 2024 parent survey reporting that they feel welcome to participate at the school. Notably, engagement from families of unduplicated students remains strong, with 89% of English Learner (EL) families and 93% of Socioeconomically Disadvantaged (SED) families indicating they feel welcome—an increase of 6% for SED families and a slight decline of 2% for EL families compared to the prior year.</p> <p>While these results reflect positive levels of inclusion, chronic absenteeism data reveal continued disparities among unduplicated student groups. On the 2024 CA Dashboard, the chronic absenteeism rate improved overall from 9.7% to 8.6% (Green rating). However, rates for unduplicated students remain higher: 15.5% of SED students were chronically</p>	<p>As a single-site charter school, all students at Da Vinci Connect are enrolled under the same school and LEA. Da Vinci Connect will increase parent and guardian participation through expanded engagement opportunities, including academic-focused family nights, college and career readiness workshops, and post-secondary planning events. These are promoted through an updated online calendar, school blogs, targeted emails, and automated reminders to ensure consistent, accessible communication with all families.</p> <p>While unduplicated students face unique barriers to school engagement, offering these opportunities schoolwide rather than in isolated, targeted ways promotes inclusion and reduces stigma. Schoolwide strategies ensure that parents from all backgrounds receive the same invitations and access, which normalizes participation, increases turnout, and fosters a more unified and supportive school community. Research shows that family engagement improves academic outcomes, attendance, and behavior, especially for underserved students (Henderson &amp; Mapp, 2002). A schoolwide approach allows Da Vinci Connect to</p>	We will continue to monitor parent survey results and chronic absenteeism for all students as well as unduplicated student groups in Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>absent (Yellow rating), and 5.6% of EL students were chronically absent, reflecting persistent barriers to consistent school attendance.</p> <p>Increasing parent and guardian engagement is a key strategy to help close these attendance gaps. Research shows that when families—especially those of underserved students—feel welcomed, informed, and engaged, students are more likely to attend regularly, stay on track academically, and access school-based supports. Strengthening communication and collaboration with families of unduplicated students can help schools proactively identify and address barriers to attendance, leading to more equitable outcomes in student engagement, wellness, and achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>build a culture of partnership and belonging, ensuring that the families of unduplicated students are not unintentionally excluded, overlooked, or singled out, and that all families are part of a consistent system of support.</p>	
2.3	<p><b>Action:</b> Counseling Staffing</p> <p><b>Need:</b> Recent data from the 2024 CA School Dashboard and internal surveys highlight the continued need for increased counseling support at Da Vinci Connect, particularly for unduplicated student groups. Suspension rates have improved overall, but disparities persist. In 2024, 0.4% of all students were suspended at least once, down from 0.9% in 2023 for a Blue color rating. However,</p>	<p>As a single-site charter school, all students at Da Vinci Connect are enrolled in the same school and LEA, making a schoolwide counseling model both necessary and effective. DV Connect maintains a lower student-to-counselor ratio than the state average to ensure that all students have equitable access to academic, social-emotional, and college/career support. While counseling services are offered schoolwide to build a supportive and inclusive climate for every student, unduplicated pupils will continue to receive targeted interventions and additional supports. Research shows that lower student-to-counselor ratios</p>	<p>We will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College &amp; Career Readiness rates in Goal 5.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated groups showed marked improvements as well: suspension rates for socioeconomically disadvantaged (SED) students decreased from 1.6% to 0.5%, improving from Yellow to Blue, and English Learner (EL) students saw a decline from 3% to 0%, improving from Orange to Blue. These gains reflect progress but also signal the importance of sustaining and deepening supportive interventions.</p> <p>In terms of post-secondary readiness, the percentage of students deemed “Prepared” on the 2024 College and Career Indicator (CCI) increased from 66.7% to 70%, resulting in a Blue Dashboard rating. These strong overall outcomes are promising but must be viewed alongside subgroup data to ensure that all students, especially those from historically underserved backgrounds, are experiencing equitable success.</p> <p>For SED students, the percentage of those identified as Prepared rose significantly from 60% to 73.5%, a 13.5% increase. However, this group still lacks a color rating due to size, and the gap between subgroup and schoolwide averages remains a consideration for targeted support. Only two EL students graduated in 2024, so CCI data remains unavailable for this group.</p> <p>Disaggregated student survey data suggest a need for increased counseling support, particularly for unduplicated student groups. While 53% of white students and 54% of non-</p>	<p>improve school connectedness, reduce disciplinary incidents, and increase college readiness by allowing counselors to build stronger relationships and provide more individualized support (American School Counselor Association, 2019).</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED students said they would recommend the school to others, only 45% of Hispanic, EL, and lunch-eligible students responded similarly. Likewise, fewer students in these groups reported confidence in their academic performance, excitement about classes, and feeling connected to teachers, highlighting the need for more personalized academic and emotional support.</p> <p>These data points underscore the importance of continued investment in counseling staff. Additional counselors can support early identification of barriers to success and provide targeted academic, behavioral, and social-emotional interventions. They also play a critical role in strengthening post-secondary planning for unduplicated students. Increased counseling capacity ensures students have access to trusted adults who can provide consistent, trauma-informed support—essential for improving engagement, reducing suspensions, closing achievement gaps, and increasing college and career readiness.</p> <p><b>Scope:</b> LEA-wide</p>		
2.5	<p><b>Action:</b> Assistant principal staffing</p> <p><b>Need:</b> On the 2024 CA Dashboard, 0.4% of All Students at Da Vinci Connect were suspended</p>	As a single-site charter school, all students at Da Vinci Connect are enrolled within the same school and LEA. To promote the academic success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient students, the Assistant Principals provide essential support through direct engagement with students	We will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2.



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>at least once, a decrease of 0.5% from the previous year for a Green color rating overall.</p> <p>When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, unduplicated groups showed marked improvements as well: suspension rates for socioeconomically disadvantaged (SED) students decreased from 1.6% to 0.5%, improving from Yellow to Blue, and English Learner (EL) students saw a decline from 3% to 0%, improving from Orange to Blue. These gains reflect progress but also signal the importance of sustaining and deepening our practices that are working well and producing results.</p> <p>Similarly, disaggregated Spring 2024 student survey data shows that questions on overall school culture (I feel safe at school, The school creates a compassionate and caring learning community, and This school creates and environment of high integrity, respect and trust) show that while all students responded positively at a rate of 88%, SED students were more positive than the average student at 91% and EL students were even higher at 92%.</p> <p>Staffing assistant principals at both the TK-8 and high school campuses has strengthened student connectedness and helped maintain low suspension rates for all students, while ensuring continued focused support for unduplicated student groups. With positive outcomes reflected in recent data, the assistant principals will continue to further</p>	<p>and families around academics, attendance, and behavior.</p> <p>Assistant Principals at Da Vinci Connect deliver targeted, LEA-wide support for unduplicated pupils by implementing tailored programs and interventions that address their unique academic and socio-emotional needs. They facilitate effective communication and collaboration among teachers, parents, and students to ensure a strong, coordinated support system. By proactively addressing issues and supporting positive behavior, assistant principals help reduce suspensions and improve student outcomes. Their leadership fosters an inclusive and nurturing school climate that contributes to increased attendance, higher academic achievement, and stronger college and career readiness for unduplicated students.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>build strong relationships across the student body, providing a consistent and supportive presence. This role enables proactive, individualized interventions that prevent behavioral challenges from escalating. Additionally, the assistant principals play a key role in supporting MTSS practices and implementing social-emotional learning and positive behavior programs, fostering an inclusive and nurturing school environment. Their leadership will continue to help sustain and enhance the academic and social-emotional success of all students, including targeted attention to the unique needs of unduplicated students.</p> <p><b>Scope:</b> LEA-wide</p>		
3.1	<p><b>Action:</b> Reading &amp; ELA support &amp; intervention programs</p> <p><b>Need:</b> In 2024, socioeconomically disadvantaged (SED) and English learner (EL) students at Da Vinci Connect continue to demonstrate significant learning gaps in English Language Arts (ELA) compared to the overall student population. On the 2024 CA School Dashboard, SED students scored 16.6 points below standard in ELA, a decline of 12.2 points from the previous year, resulting in an Orange color rating. EL students scored 30.4 points below standard, declining 14.1 points</p>	<p>As a single-site charter school, all students at Da Vinci Connect are enrolled within the same school and Local Educational Agency (LEA). To support students needing English interventions, Da Vinci Connect provides access to targeted intervention and support courses. Academic coaching resources will be maintained and increased as needed, ensuring sufficient support hours are available for students in ELA courses. Unduplicated students will be intentionally prioritized and regularly reviewed to ensure they receive timely intervention opportunities.</p> <p>Research from the Institute of Education Sciences (IES) demonstrates that evidence-based reading programs significantly improve ELA outcomes for</p>	<p>We will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>from the prior year. Although EL students remain under the threshold for a color rating due to subgroup size, the decline highlights an ongoing challenge.</p> <p>Meanwhile, overall student ELA performance declined but remained strong, with students scoring 20.7 points above standard and maintaining a Green rating. However, only 71% of students scored Average or above on the Winter 2024-25 NWEA MAP Reading assessment, a 4% decrease from the previous year. Additionally, reading growth did not meet projected norms in several key grades, and English learner progress toward proficiency dropped 14.8%, indicating the need for intensified support.</p> <p>Given these gaps, targeted reading and ELA intervention programs are essential for unduplicated pupils. These programs focus on diagnosing specific learning needs and delivering structured, evidence-based instruction to address skill deficits. By personalizing instruction, the interventions promote improved literacy, comprehension, and academic outcomes, which are critical to closing achievement gaps and ensuring equitable success for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>all students, with pronounced benefits for unduplicated pupils. Tailored programs such as Handwriting Without Tears, BrainPop, and Greenfield Learning/Lexia provide structured, diagnostic-driven instruction that enhances literacy skills, fluency, and comprehension. The addition of a dedicated high school academic coach offers personalized academic support, emotional encouragement, resource access, and guidance for future planning. This comprehensive coaching supports students' unique needs and helps remove barriers to learning.</p> <p>By combining evidence-based instructional programs with focused academic coaching, these actions provide schoolwide, personalized, and effective support. This approach is designed to close achievement gaps, improve CAASPP ELA scores, and ensure equitable academic success for unduplicated students across Da Vinci Connect.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	<p><b>Action:</b> College level English &amp; writing supports</p> <p><b>Need:</b> In 2024-25, socioeconomically disadvantaged (SED) students at Da Vinci Connect continue to face significant gaps in English Language Arts (ELA) achievement. On the 2024 CA School Dashboard, SED students scored 16.6 points below standard in ELA, resulting in an Orange color rating, while all students scored 20.7 points above standard with a Green overall rating. English Learner (EL) students showed an even larger gap, scoring 30.4 points below standard in ELA, though no color rating was assigned due to small subgroup size.</p> <p>Regarding college readiness, on the 2024 CA School Dashboard, 70% of all Da Vinci Connect graduates were rated as Prepared on the College and Career Indicator (CCI), an increase of 3.3% from the previous year, earning a Blue overall dashboard rating. Among SED graduates, 73.5% were rated as Prepared on the CCI, reflecting a 13.5% increase from 2023, though no color rating was assigned due to subgroup size. No data or rating was reported for EL graduates due to a very small population.</p> <p>Da Vinci Connect High School is an independent study, dual enrollment public school that blends in-person and remote learning. Students begin taking college courses in 9th grade and can work toward an</p>	<p>As a single-site charter school, all students at Da Vinci Connect are enrolled in the same school and LEA, ensuring cohesive access to resources. Students who require additional support to succeed in college-level coursework are provided targeted instruction through a dedicated “College Support” class taught by a credentialed teacher. Unduplicated students receive intentional review and prioritized access to these intervention opportunities.</p> <p>Success in college-level English courses is critical for all of our student, but especially unduplicated students, as it directly influences their academic achievement and future career prospects. Research highlights that strong English proficiency and writing skills are foundational to success across academic disciplines and are highly valued by employers (Bailey, Jeong, &amp; Cho, 2010). These skills foster critical thinking, effective communication, and analytical reasoning, all vital for higher education and workforce readiness. By offering focused support in these courses, Da Vinci Connect helps unduplicated students build essential skills, boosting their potential for college completion and long-term career success (Kuh et al., 2008).</p>	<p>We will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3, as well as disaggregated College &amp; Career Readiness rates in Goal 5.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Associate's or Bachelor's degree while earning their high school diploma. Successful college course completion is a key factor in achieving CCI Prepared status.</p> <p>Despite growth in college readiness metrics, the persistent gaps in ELA achievement demonstrate that it is still critical to provide unduplicated students with additional supports in college-level English courses, especially focused on writing and academic literacy. Our historically underserved students often encounter barriers such as language challenges and limited academic preparation, which may hinder their success in rigorous coursework. Targeted interventions can improve their writing skills, comprehension, and academic confidence.</p> <p>Enhanced ELA supports will help unduplicated students fully engage with college-level coursework, succeed academically, and be better prepared for postsecondary education and career pathways. These efforts advance equity and foster academic excellence for all students at Da Vinci Connect.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>4.1</b>	<p><b>Action:</b> Mathematics support &amp; intervention programs</p> <p><b>Need:</b></p>	As a single-site charter school, all students at Da Vinci Connect are enrolled in the same school and LEA. Mathematics intervention and support courses will continue to be offered to students who	We will continue to monitor academic progress and access to curriculum in Math for unduplicated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In 2024, DV Connect’s academic performance data continues to demonstrate the need for targeted math support and intervention programs, especially for unduplicated students. On the 2024 CA School Dashboard, all students at Connect scored 31.8 points below standard in Math, a further decline of 11.6 points from the previous year, resulting in an Orange overall rating.</p> <p>While socioeconomically disadvantaged (SED) students showed slight improvement from the prior year, their performance remains significantly behind. In 2024, Connect’s 186 SED students scored 76.8 points below standard, an improvement of 4.7 points, moving this group from Orange to Yellow status. However, English Learners experienced a dramatic decline: EL students scored 90 points below standard, a drop of 29.3 points, although no color rating was issued due to subgroup size.</p> <p>NWEA MAP data further underscores these concerns. In Winter 2024-25, only 60% of students scored in the Average, High Average, or High ranges on the Math MAP, a decline of 4 percentage points from the prior year. Additionally, only some grade levels met their projected growth targets, with 1st, 2nd, 4th, 7th, 10th, and 12th grades falling short, two more grade levels than the previous year.</p> <p>These data trends highlight persistent and widening math achievement gaps, especially for EL and SED students. Research-based,</p>	<p>need them, with academic coaching hours maintained or expanded as needed. While these supports are available to all students, unduplicated students are intentionally monitored and given priority access to intervention opportunities.</p> <p>Although unduplicated students often experience greater academic challenges, implementing these supports schoolwide ensures equitable access and removes barriers to participation that might arise from selective targeting. This approach also allows for early identification of learning needs, especially for students who may not be formally identified as high-need but are still experiencing learning gaps.</p> <p>Extensive research, including findings from the Institute of Education Sciences (IES), shows that schoolwide math support programs that incorporate structured, individualized instruction lead to substantial improvements in mathematical understanding and achievement, particularly for historically underserved student groups. At Connect, individualized academic coaching provides both academic and social-emotional support tailored to student needs, which is especially beneficial for unduplicated students who may face systemic barriers to success.</p> <p>By embedding math interventions within a schoolwide framework, DV Connect ensures that every student—especially unduplicated students—receives the support they need, whether proactively or through responsive intervention. This comprehensive and inclusive model will lead to measurable gains in Math CAASPP scores and</p>	<p>student groups using disaggregated student CAASPP Math scores in Goal 4.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>targeted math interventions and support programs are critical to reversing these patterns. High-impact strategies such as diagnostic assessments, small-group instruction, tiered interventions, and personalized learning can help address foundational skill deficits and support students in closing learning gaps. These supports not only enhance numeracy and conceptual understanding but are also essential to ensuring equity and improving overall academic outcomes for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>a narrowing of achievement gaps, while reinforcing the school's commitment to equity and high-quality instruction for all.</p>	
5.1	<p><b>Action:</b> Credit recovery/ Summer School</p> <p><b>Need:</b> Da Vinci Connect continues to provide students with the option to delay diploma completion and participate in Rivet, an early college dual enrollment program. For the class of 2024, 10 students (14.3% of the cohort) elected this pathway. While the official 4-year graduation rate was 84.3%, including Rivet students raises the adjusted graduation rate to 98.8%, with all Rivet students actively enrolled in college courses for the 2024–25 school year.</p> <p>The dropout rate remains exceptionally low at 0.2%, with only one student identified as a dropout in the 2024 cohort. This sustained</p>	<p>As a single-site charter school, all students at Da Vinci Connect are part of the same school and LEA. Interventions like summer school and credit recovery must be designed and offered schoolwide in order to effectively support all students, including those in unduplicated groups. DV Connect will continue to create and expand access to credit recovery courses during the school year, including the development of additional class sections and strategic staffing (with stipends) to allow for smaller, differentiated instructional settings in areas where student need is greatest. Summer school options will also be offered in core content areas based on academic performance data and student progress toward graduation requirements.</p> <p>While unduplicated students—including socioeconomically disadvantaged youth, English</p>	<p>We will continue to monitor graduation, drop out, and College and Career Readiness Indicator rates for unduplicated student groups in Goal 5.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>performance indicates that Connect students—particularly unduplicated students—are staying engaged and completing high school, either through traditional pathways or extended opportunities like Rivet.</p> <p>Graduation and dropout data remain strong, and Connect has also seen improvement in College &amp; Career outcomes as well, particularly for unduplicated students. On the 2024 CA Dashboard, 70% of all Connect graduates were deemed College and Career Prepared, earning the school a Blue rating, and 73.5% of socioeconomically disadvantaged (SED) graduates were rated Prepared—an encouraging 13.5% increase from the prior year, though no official color rating was provided due to subgroup size. There only two EL graduates in 2024, so no College and Career Indicator (CCI) status could be reported for this group.</p> <p>As a dual enrollment independent study program, Connect students begin taking college courses in 9th grade and have access to pathways that lead toward associate and bachelor's degrees. With 77% of the class of 2024 completing a college course before graduation and 78.6% meeting A-G eligibility, we see strong outcomes, but there is still room for improvement to reach our goal of 100% college course completion and &gt;90% A-G eligibility for all students.</p> <p>These results reflect positive momentum, but also underscore the need for sustained and</p>	<p>Learners, and foster/homeless youth—will continue to be intentionally prioritized and closely monitored for access and engagement in these opportunities, offering interventions on a schoolwide basis ensures equity of access and provides support for all students who may experience academic setbacks or interruptions in learning.</p> <p>Access to credit recovery and summer school is particularly impactful for unduplicated students, as these programs help mitigate barriers to graduation, reduce dropout risk, and increase college and career preparedness. They offer opportunities for students to recover missed credits, build foundational skills, and remain aligned with graduation and postsecondary pathways. Research supports the effectiveness of these interventions, showing that structured, flexible academic support programs can significantly improve student outcomes, especially for those most at risk of falling behind (Balfanz, Bridgeland, Fox, &amp; Moore, 2010).</p> <p>By embedding these supports within a schoolwide framework, DV Connect ensures that all students—regardless of background—have the tools, time, and opportunities they need to thrive academically and graduate fully prepared for college and career.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>expanded credit recovery and summer learning opportunities to ensure that all students—especially unduplicated youth—graduate both on time and fully prepared. Credit recovery and summer programming serve as essential tools to support students who may fall behind due to academic, personal, or structural challenges. These supports provide flexible, individualized opportunities to complete coursework, maintain A-G eligibility, and remain on track for college credit completion.</p> <p>Maintaining a comprehensive system of credit recovery, summer school, and academic advising ensures that students—especially those from historically underserved backgrounds—have the supports necessary to access rigorous coursework and meet college and career benchmarks. By proactively addressing academic gaps and providing multiple on-ramps to graduation and college readiness, DV Connect continues to promote equity, accelerate learning, and prepare all students for long-term success.</p> <p><b>Scope:</b> LEA-wide</p>		
5.2	<p><b>Action:</b> College courses &amp; counseling</p> <p><b>Need:</b> On the 2024 CA School Dashboard, 70% of DV Connect graduates were rated by the state</p>	As a single-site charter school, all students at Da Vinci Connect are enrolled in the same school and LEA. College counseling services and dual enrollment opportunities must therefore be provided on a schoolwide basis, ensuring equitable access across the student body. While	We will continue to monitor disaggregated College & Career Readiness rates in Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>as Prepared on the College &amp; Career Indicator (CCI), an increase of 3.3 percentage points from the previous year and earning a Blue overall rating. Among socioeconomically disadvantaged (SED) students, 73.5% were rated as Prepared, an increase of 13.5 percentage points from the year before, though no color rating was awarded due to the subgroup size. There were still no CCI ratings reported for English Learners due to fewer than 11 graduates in that population.</p> <p>These increases reflect positive progress and are directly tied to access to early college courses and structured guidance on college and career pathways. Da Vinci Connect High School is a unique independent study, dual enrollment public school where students begin taking college classes as early as 9th grade, with options to pursue an AA or even a Bachelor's degree while earning their high school diploma. As college course completion is a key metric in the CCI, intentional support and guidance are essential to ensuring students navigate these opportunities effectively.</p> <p>Dedicated college counseling staffing is a critical need to sustain and improve these outcomes, particularly for unduplicated students, who face additional barriers to postsecondary access and success. College counselors play a pivotal role in helping students understand course options, plan academic pathways, complete applications, and access financial aid and support services.</p>	<p>all students benefit from early college opportunities, unduplicated students—those who are socioeconomically disadvantaged, English Learners, and/or foster youth—face unique systemic barriers to postsecondary success, including limited access to academic guidance, financial constraints, and lower college-going rates. As such, unduplicated students will be prioritized for targeted outreach, academic advising, and enrollment support in college courses.</p> <p>College counselors play a pivotal role in helping students explore, enroll in, and succeed in dual enrollment opportunities. These professionals guide students through course selection, support enrollment logistics, facilitate textbook access, and provide ongoing academic and social-emotional support, critical components for success in college-level work. Their presence ensures that unduplicated students are not only aware of the opportunities available but are also equipped to take full advantage of them.</p> <p>Research shows that completing college courses in high school is strongly associated with increased college readiness, higher rates of postsecondary enrollment, and long-term degree completion—particularly for historically underserved populations (Karp &amp; Hughes, 2008). For unduplicated students, early exposure to rigorous coursework builds confidence, reduces time and cost to degree, and promotes a college-going identity. By embedding college counseling support schoolwide, DV Connect ensures that all students, especially those facing the greatest</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Their guidance ensures students don't just enroll in college courses but succeed in them and are well positioned for postsecondary success.</p> <p>Research highlights that early access to college-level coursework can significantly improve college readiness, boost academic confidence, and enhance motivation, especially for historically underserved populations (Hoffman, 2003). However, the benefits are maximized only when students receive targeted, consistent, and knowledgeable counseling support throughout their high school journey. Increasing and maintaining college counseling staffing will ensure that all students are equitably supported, contributing to high CCI preparedness rates, stronger college-going cultures, and greater long-term academic and career success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>challenges, receive the consistent, high-quality support they need to graduate college- and career-ready.</p>	

## Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	<p><b>Action:</b> English Learner Supports &amp; Coordinator</p> <p><b>Need:</b> For the Connect 2024 CA School Dashboard English Language Arts (ELA) results, there were fewer than 30 English Learner (EL) students (19 in 2024) in the testing subgroup, so no color ratings are available for EL students in ELA at this time. EL students' CAASPP ELA scores declined by 14.1 points to 30.4 points below standard, significantly lower than all Connect students, who scored 20.7 points above standard.</p> <p>On the 2024 CA School Dashboard, 47.1% of Connect EL students made progress towards English Language Proficiency, a decline of 14.8% from the previous year. No color rating was given due to the small subgroup size.</p> <p>English Learners face distinct challenges in accessing academic content and achieving English proficiency. Language barriers often hinder their comprehension of complex academic vocabulary and language structures. Limited proficiency can reduce their ability to follow instructions, engage in discussions, and complete assignments, contributing to lower ELA achievement and wider achievement gaps. Addressing these needs requires targeted interventions, bilingual resources,</p>	<p>Staffing an English Learner (EL) Coordinator is a critical action to directly address the academic and language development needs of EL students at Da Vinci Connect. The EL Coordinator will monitor the progress of current EL students as well as Reclassified Fluent English Proficient (RFEP) students for up to four years, ensuring that support continues beyond reclassification. The coordinator will also oversee and support English Language Development (ELD) seminars designed to help EL students make measurable progress toward English proficiency.</p> <p>These targeted supports address the unique challenges EL students face in accessing the full curriculum due to language barriers. By focusing on both language acquisition and academic content mastery, this role supports the development of foundational skills such as vocabulary, reading comprehension, and academic language. The EL Coordinator also collaborates with teachers to implement differentiated instruction and provides professional development to improve instructional strategies for EL students across content areas.</p> <p>This coordinated approach ensures that EL students receive the scaffolding they need to build English proficiency while keeping pace with grade-level expectations. In turn, this helps to improve ELA achievement, accelerate progress on the English Learner Progress Indicator, and close</p>	<p>We will continue to monitor academic progress and access to curriculum for English Learners using disaggregated student CAASPP ELA scores and English Language Proficiency rates from Goal 3.</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>culturally responsive teaching, and dedicated coordination to support EL students' academic and language development.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	achievement gaps for English Learners at Connect.	

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

### Additional Concentration Grant Funding

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

N/A

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	75:1	
Staff-to-student ratio of certificated staff providing direct services to students	22.5:1	

# 2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$11,222,995.00	959,128.00	8.546%	0.000%	8.546%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$1,893,264.00	\$486,391.00	\$0.00	\$163,583.00	\$2,543,238.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF
1	1.1	Course materials & curriculum	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$257,000.00	\$160,000.00
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	ENTIRE SCHOOL YEAR	\$2,500.00	\$0.00	\$2,500.00
1	1.3	Teacher professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$245,600.00	\$45,869.00	\$245,600.00
1	1.4	Teacher preparation time	All	No			All Schools	ENTIRE SCHOOL YEAR			
2	2.1	Parent/ guardian engagement & communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$24,646.00	\$7,777.00	\$28,423.00
2	2.2	Advisory & SEL curriculum	All	No			All Schools	ENTIRE SCHOOL YEAR	\$12,875.00	\$0.00	\$12,875.00
2	2.3	Counseling Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$474,887.00	\$0.00	\$474,887.00
2	2.4	Extra-curricular activities	All	No			All	ENTIRE	\$168,750.00	\$94,000.00	\$168,750.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCF
3	3.2	College level English & writing supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$72,755.00	\$0.00	\$72,755.00
3	3.3	English Language Arts curriculum & programs	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$11,799.00	\$11,799.00
3	3.4	English Learner Supports & Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	\$171,677.00	\$0.00	\$171,677.00
3	3.5	NWEA MAP reading tests	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$7,457.00	\$7,457.00
3	3.6	MTSS Supports & Data Monitoring Costs	All	No			All Schools	ENTIRE SCHOOL YEAR	\$20,000.00	\$0.00	\$20,000.00
4	4.1	Mathematics support & intervention programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$91,366.00	\$0.00	\$91,366.00
4	4.2	Math curriculum & programs	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$15,912.00	\$15,912.00
4	4.3	NWEA MAP mathematics tests	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$7,457.00	\$7,457.00
4	4.4	MTSS Supports & Data Monitoring Costs	All	No			All Schools	ENTIRE SCHOOL YEAR	\$20,000.00	\$0.00	\$20,000.00
5	5.1	Credit recovery/ Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR & SUMMER	\$30,000.00	\$2,357.00	\$32,357.00
5	5.2	College courses & counseling	English Learners Foster Youth	Yes	LEA-wide	English Learners	All Schools	ENTIRE SCHOOL YEAR	\$137,809.00	\$0.00	\$137,809.00

# 2025-26 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
\$11,222,995.00	959,128.00	8.546%	0.000%	8.546%	\$1,307,477.00	0.000%	11.650 %	<b>Total:</b>	\$1,307,477.00
								<b>LEA-wide Total:</b>	\$1,135,800.00
								<b>Limited Total:</b>	\$171,677.00
								<b>Schoolwide Total:</b>	\$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 Foster Youth Low Income	All Schools	\$245,600.00	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,587.00	0.00%
2	2.3	Counseling Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$474,887.00	0.00%
2	2.5	Assistant principal staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,199.00	0.00%
3	3.1	Reading & ELA support & intervention programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,617.00	0.00%
3	3.2	College level English & writing supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,755.00	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	3.4	English Learner Supports & Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$171,677.00	0.00%
4	4.1	Mathematics support & intervention programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,702.00	0.00%
5	5.1	Credit recovery/ Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	0.00%
5	5.2	College courses & counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,453.00	0.00%

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,995,088.50	\$2,297,784.73

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 & curriculum	No	\$352,844.00	\$310,354.00
1	1.2	Teacher recruitment and credentialing support	No	\$7,875.00	\$7,500.00
1	1.3	Teacher professional development	Yes	\$94,007.50	\$170,565.00
1	1.4	Teacher preparation time	No		
2	2.1	Parent/ guardian engagement & communications	Yes	\$27,503.00	\$27,678.64
2	2.2	Advisory & SEL curriculum	No	\$9,925.00	\$10,407.65
2	2.3	Counseling Staffing	Yes	\$291,000.00	\$366,564.00
2	2.4	Extra-curricular activities	No	\$216,354.00	\$295,508.25
2	2.5	Assistant principal staffing	Yes	\$155,000.00	\$158,307.27
3	3.1	Reading & ELA support & intervention programs	Yes	\$86,384.00	\$82,710.88
3	3.2	College level English & writing supports	Yes	\$60,000.00	\$75,554.86



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	English Language Arts curriculum & programs	No	\$10,600.00	\$10,148.00
3	3.4	English Learner Supports & Coordinator	Yes	\$77,500.00	\$79,153.64
3	3.5	NWEA MAP reading tests	No	\$6,000.00	\$6,134.00
3	3.6	MTSS Supports & Data Monitoring Costs	No	\$25,750.00	\$24,312.50
4	4.1	Mathematics support & intervention programs	Yes	\$68,330.00	\$75,750.39
4	4.2	Math curriculum & programs	No	\$25,050.00	\$29,490.50
4	4.3	NWEA MAP mathematics tests	No	\$6,000.00	\$6,134.00
4	4.4	MTSS Supports & Data Monitoring Costs	No	\$25,750.00	\$24,312.50
5	5.1	Credit recovery/ Summer School	Yes	\$16,850.00	\$16,777.00
5	5.2	College courses & counseling	Yes	\$115,000.00	\$131,277.30
5	5.3	Career exploration	No	\$317,366.00	\$389,144.35

# 2024-25 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)
\$877,989.00	\$802,713.00	\$953,763.96	(\$151,050.96)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Teacher professional development	Yes	\$82,000.00	\$158,800.00	0.00%	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	\$27,503.00	\$27,678.64	0.00%	0.00%
2	2.3	Counseling Staffing	Yes	\$203,000.00	\$230,271.80	0.00%	0.00%
2	2.5	Assistant principal staffing	Yes	\$155,000.00	\$158,307.27	0.00%	0.00%
3	3.1	Reading & ELA support & intervention programs	Yes	\$35,380.00	\$42,665.70	0.00%	0.00%
3	3.2	College level English & writing supports	Yes	\$60,000.00	\$75,554.86	0.00%	0.00%
3	3.4	English Learner Supports & Coordinator	Yes	\$77,500.00	\$79,153.64	0.00%	0.00%
4	4.1	Mathematics support & intervention programs	Yes	\$32,330.00	\$35,554.75	0.00%	0.00%
5	5.1	Credit recovery/ Summer School	Yes	\$15,000.00	\$14,500.00	0.00%	0.00%
5	5.2	College courses & counseling	Yes	\$115,000.00	\$131,277.30	0.00%	0.00%

# 2024-25 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)
\$10,300,991.00	\$877,989.00	0.000%	8.523%	\$953,763.96	0.000%	9.259%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## ***Purpose***

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

## **Requirements and Instructions**

### **General Information**

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

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

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

### **Reflections: Annual Performance**

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

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

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

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

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



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

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

### **Reflections: Technical Assistance**

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

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

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

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

**Engaging Educational Partners**

***Purpose***

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

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

**Requirements**

***Requirements***

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.



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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
Metric

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

## Baseline

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

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

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

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

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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



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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

### ***Purpose***

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

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

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:



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

#### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

#### **Required Descriptions:**

#### **LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

#### **Identified Need(s)**

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



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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## **Metric(s) to Monitor Effectiveness**

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

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

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

## **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

## ***Total Planned Expenditures Table***

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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



## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## ***Calculations in the Action Tables***

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

### **Contributing Actions Table**

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

### **Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

## **LCFF Carryover Table**

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

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

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

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

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

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