LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Communications
CDS Code: 19768690131128
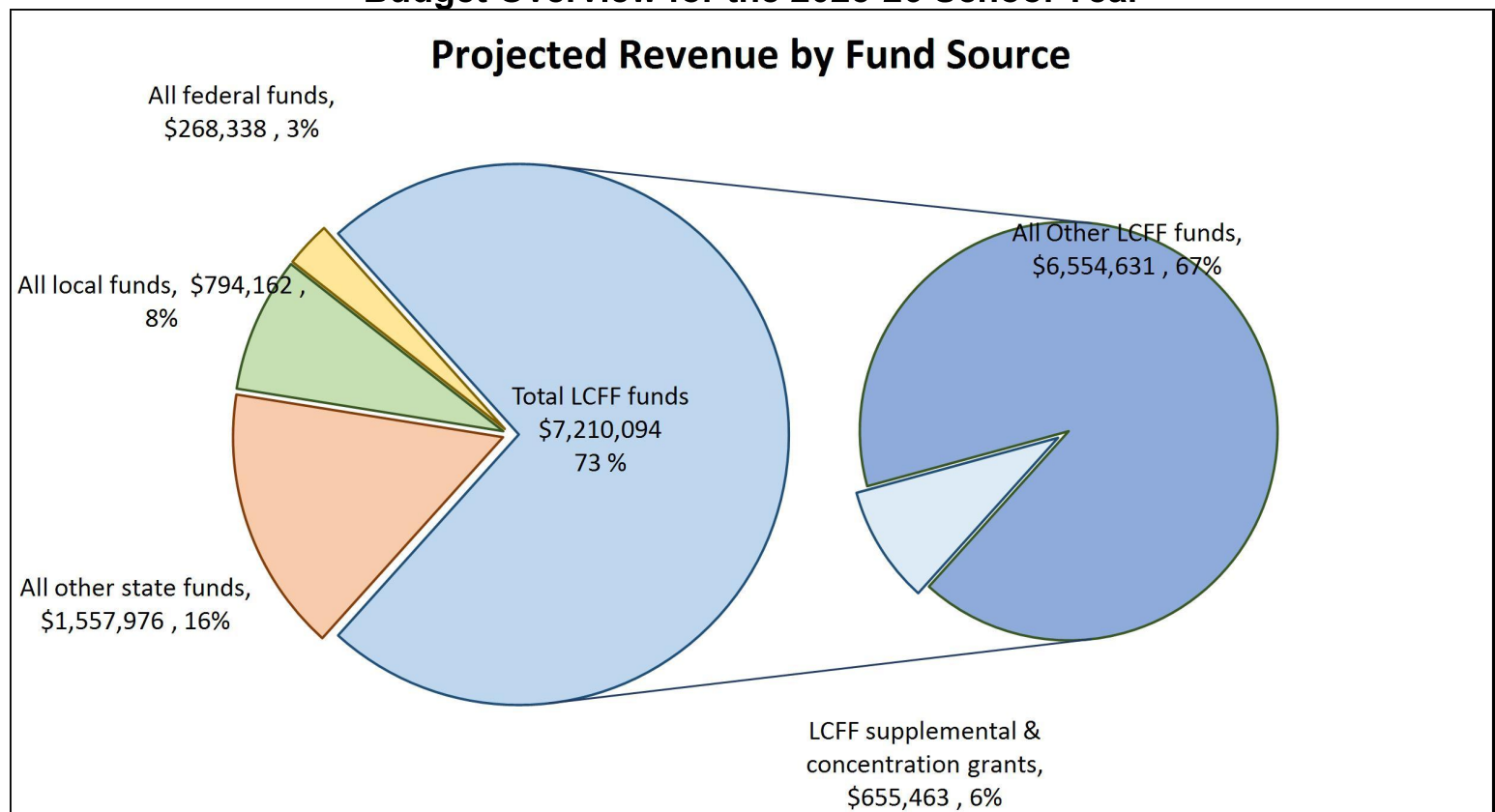School Year: 2025-26
LEA contact information:
Erin D'Souza
Principal

310-725-5800

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

- All federal funds, $268,338 , 3%
- All local funds, $794,162 , 8%
- All other state funds, $1,557,976 , 16%
- Total LCFF funds $7,210,094 73 %
- All Other LCFF funds, $6,554,631 , 67%
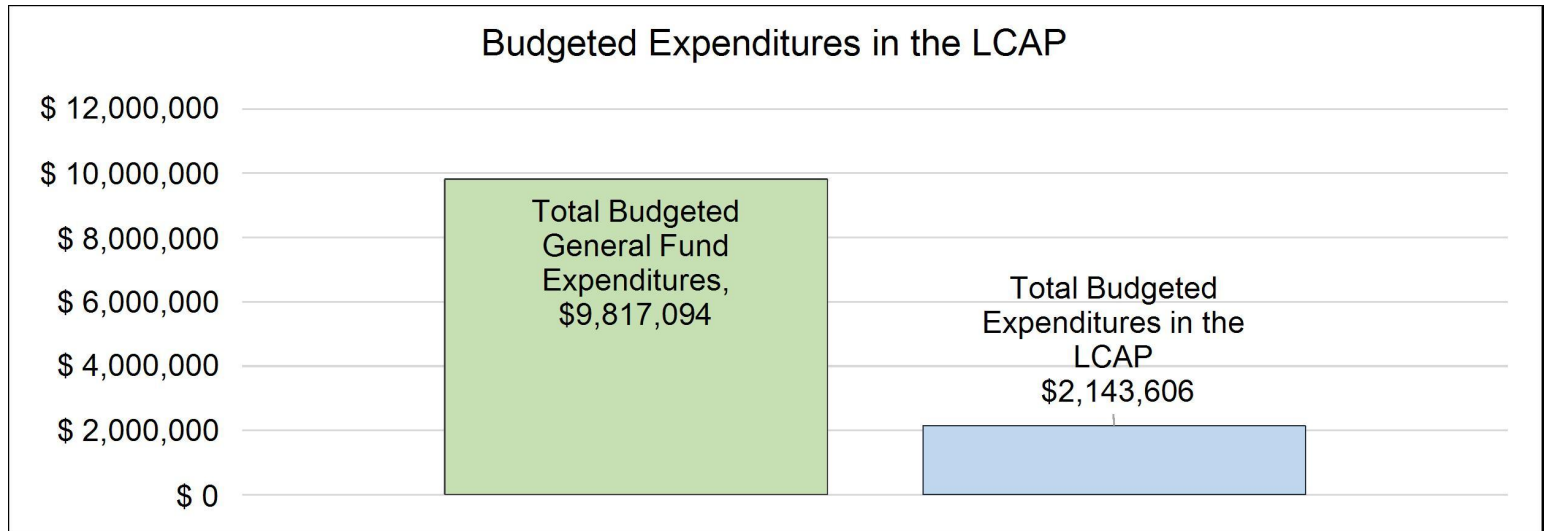- LCFF supplemental & concentration grants, $655,463 , 6%

This chart shows the total general purpose revenue Da Vinci Communications 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 Communications is $9,830,570, of which $7,210,094 is Local Control Funding Formula (LCFF), $1,557,976 is other state funds, $794,162 is local funds, and $268,338 is federal funds. Of the $7,210,094 in LCFF Funds, $655,463 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $9,817,094

Total Budgeted Expenditures in the LCAP $2,143,606

This chart provides a quick summary of how much Da Vinci Communications 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 Communications plans to spend $9,817,094 for the 2025-26 school year. Of that amount, $2,143,606 is tied to actions/services in the LCAP and $7,673,488 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.
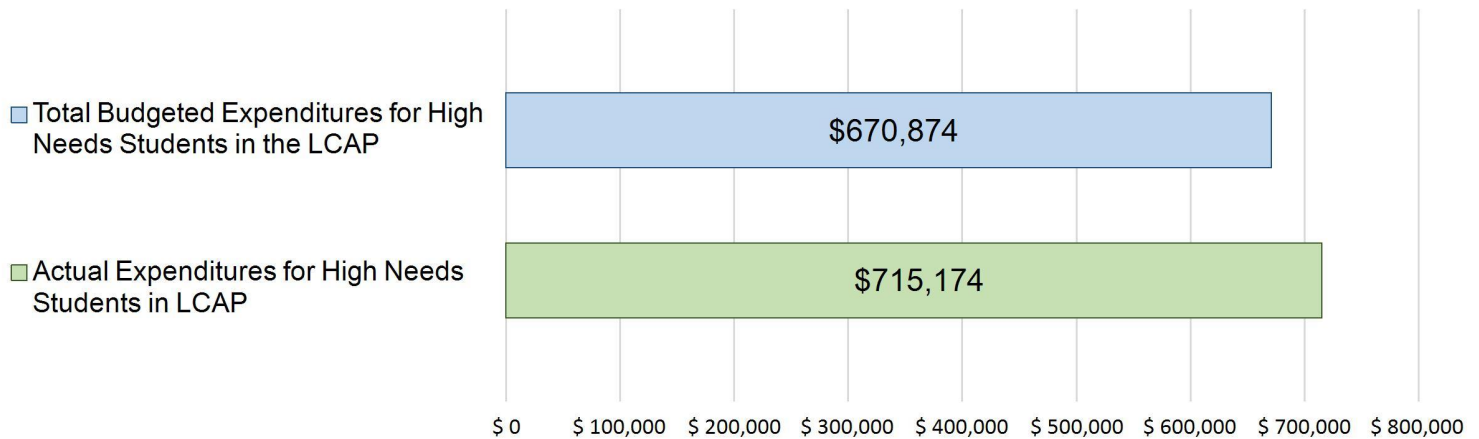
<u>Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year</u>

In 2025-26, Da Vinci Communications is projecting it will receive $655,463 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Communications must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Communications plans to spend $885,056 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

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP**: $670,874
- **Actual Expenditures for High Needs Students in LCAP**: $715,174

This chart compares what Da Vinci Communications 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 Communications 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 Communications's LCAP budgeted $670,874.00 for planned actions to increase or improve services for high needs students. Da Vinci Communications actually spent $715,174 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 Communications	Erin D'Souza Principal	edsouza@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 Communications High School (DVC) is a public, nonprofit charter high school chartered by the Wiseburn School District. DVC was founded in 2013 as part of the Next Generation Learning Challenges Grant. Now at full capacity, DVC serves approximately 540 students in grades 9-12. DVC is one of three Da Vinci high schools occupying a new, innovative facility at 201 N. Douglas St. in the Wiseburn School District.

The DVC student body reflects the full socioeconomic and cultural diversity of the local area and the state of California. The school admits students based on an open lottery process with priority given to residents of the Wiseburn School District and siblings of current students. Our most recent demographics reported on the 2024 CA Dashboard were 56% Latino/Latina, 23% Black, 9% White, 5% Multiple Races, 2% Asian, and 5% Other. 48% of students are socioeconomically disadvantaged, and 5% are English learners.

Da Vinci Communications strives to provide an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community.

DVC's goal is to enable students to become self-motivated, competent, life-long learners through learning that is initiated and pursued by the students under the guidance of the DVC staff. The focus is on providing a high-quality educational program that enables students to achieve proficient to advanced student performance on state standards, while preparing all students to enter their chosen fields of study and career. This is done both in core classes as well as through our Career Pathway classes. The Career Technical Education (CTE) pathways offered

at Da Vinci Communications include Marketing, Journalism, Media Production, and Computer Science. Exposure to these fields of study help students explore various career options while also learning transferable skills that they can take with them wherever they go.

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

Reflections: Annual Performance

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

Da Vinci Communications has been awarded a six-year accreditation—the highest level possible—by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). This recognition reaffirms DVC's unwavering commitment to delivering high-quality education and promoting long-term success for all students. We are also proud of the continued development of our career pathways, including our opportunities to do real world projects with industry partners. We have four career pathways with industry alignment, and as a result have opportunities for our students to specialize early in high school in a subject area while concurrently developing leadership abilities as they grow within a specific field modeled after a workplace. We also continue to model a positive school culture, with students and families reporting a safe and inclusive environment at DVC. Our greatest area for improvement is increasing math and ELA performance on state assessments.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

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 Da Vinci Communications (DVC), 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 learning environment embraces a "come as you are" mantra, fostering inclusivity and acceptance. The implementation of our School Site Council and Parent Advisory Committee ensures that all voices are heard. Our curriculum includes project-based learning instruction and advisory classes, 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. Students also complete a student survey about the school once per semester.
Parents & Guardians	At Da Vinci Communications (DVC), we prioritize strong partnerships with parents and guardians to foster a collaborative educational environment. To ensure ongoing engagement, we conduct student-led conferences twice per academic year, providing a platform for students to showcase their progress and for parents to offer valuable input. We also administer parent and guardian surveys biannually, gathering essential feedback to continually improve our programs. Parents and guardians actively participate in our Parent Advisory Committee and School Site Council, contributing to important decision-making processes. To support families in navigating their children's future, we offer individual and group meetings focused on College and Career Preparedness, along with workshops on personal

Educational Partner(s)	Process for Engagement
	finance and college financial aid. We welcome families to our campus for Exhibition Nights, where student academic work is displayed, and for Back to School Night, which allows parents to meet teachers and explore classrooms. Additionally, welcoming webinars for incoming students help parents and guardians feel connected from the start. We also encourage parent involvement through volunteer opportunities at special events like Teacher Appreciation Week. These initiatives ensure that parents and guardians are integral partners in their children's education at DVC.
Staff	At Da Vinci Communications (DVC), 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 School Site Council and 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. Staff representatives also serve on a Cohesion Team, regularly reviewing school culture and signature practices towards continuous improvement.
Professional Partners	At Da Vinci Communications (DVC), we engage professional partners in our pathway program through their participation in the Career Technical Education (CTE) Advisory Board. 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 career-specific projects and events like Career Day, 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 adopted LCAP at Da Vinci Communications (DVC) was directly influenced by feedback from our educational partners, leading to a continued focus on math improvement through the engagement of a math coach and the establishment of professional learning communities. Additionally, we have prioritized enhanced support for our English Learner population, addressing specific needs identified through parent and guardian input. These initiatives reflect our commitment to responding to the community's feedback to ensure targeted and effective educational strategies.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Da Vinci Communications 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.

> DVC 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 had access to instructional materials in print or electronic formats in 2023-24.	100% of students had access to instructional materials in print or electronic formats in 2024-25.		100% of students will have access to instructional materials in print or electronic formats	Maintained at 100%.
1.2	CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student	In the 2021-22 school year (most recent TAMO data available), DVC employed 28.1 Teaching FTE (Full	In the 2022-23 school year (most recent TAMO data available), DVC employed 29.4		100% of teachers are properly assigned on the most current TAMO report, with	Increase of 4.69%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card (SARC)	Time Equivalencies). 81.8% were classified as Clear, and 2.1% required no authorization (N/A), for a total of 83.9% of teachers assigned appropriately.	Teaching FTE (Full Time Equivalencies). 88.59% were classified as Clear, and 11.37% were classified as misassignments.		a status of Clear (appropriately credentialed for the content area) or N/A (credential not required).	
1.3	Teacher reflections and evaluations	100% of teachers are participating in a reflective evaluation process in 2023-24.	100% of teachers are participating in a reflective evaluation process in 2024-25.		96% 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, 92% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 94% positively to questions on the Professional Learning Environment.	On the 2024-25 annual staff survey, 97% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 96% positively to questions on the Professional Learning Environment.		Staff will continue to provide at least 90% positive feedback on professional learning opportunities at DVC.	Increase of 5% on Professional Learning Process & Practices. Increase of 2% on Professional Learning Environment.
1.5	Success in academic curriculum	90% of DVC students achieved a 2.0 or above unweighted GPA in Fall 2023, and 91% of students earned a 2.0 or above in Spring 2024.	in 2024-25, 89% of DVC students achieved a 2.0 or above unweighted GPA in Fall 2024, and 86% of students earned a		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
			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 students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.		100% of students with existing specialized academic plans (IEPs/504s) for already eligible students will be 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.	Maintained at Exemplary.
1.9	School Safety: student survey results	86% positive student ratings (Very Safe/ Safe/ Neutral) on the Fall 2023 survey question 'Do you feel safe at school?'	68% positive student ratings (Strongly Agree/Agree) on the Fall 2024 survey question 'Do you feel safe at school?'		At least 95% of students will report feeling safe at school.	Decline of 18%.

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.

The overall implementation of Goal 1 actions at Da Vinci Communications has been largely successful with most planned actions executed as intended. All students continued to have full access to curriculum materials, and efforts to improve teacher credentialing and assignment showed measurable gains. Professional development activities were well-attended and positively rated by staff, reinforcing instructional quality improvements. The expanded teacher preparation time model was fully implemented, allowing for collaboration and individualized student support. Academic coaching and tutoring were provided as planned, prioritizing unduplicated students, with trained paraeducators supporting these efforts. Challenges included a notable decline in student-reported feelings of safety, which highlights a need for renewed focus on school climate strategies. Additionally, while teacher assignment accuracy improved, misassignments still exist, indicating room for growth in credential support and monitoring. Overall, the core actions were implemented as planned with key successes in materials access, staff development, and intervention supports.

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 reported differences between budgeted and actual expenditures related to the core actions under this goal. Costs related to teacher preparation time were incorporated within overall salary expenses rather than as separate line items, reflecting an integrated investment in instructional quality. The funding allocated for CTI induction and credential support, academic coaching, and tutoring training was used effectively to support these activities. Any minor variances are likely related to operational factors such as staff turnover or timing of service delivery but did not materially affect the implementation of planned services or improved outcomes.

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 effective in maintaining high levels of access to instructional materials and supporting teacher credentialing, reflected in the increase from 83.9% to 88.59% of appropriately credentialed teachers. Professional development efforts were positively received, with staff feedback improving by 5% or more, suggesting alignment with instructional needs. Academic intervention systems functioned well, maintaining 100% support for students requiring assistance, and specialized plans (IEPs/504s) were consistently communicated. Teacher preparation time and academic coaching contributed to sustaining strong academic outcomes despite a slight 1% dip in GPA performance. The key area of ineffectiveness is the decline in student safety perceptions, dropping 18%, which undermines the overall positive climate and will need targeted interventions moving forward.

1.1 Course Materials & Supplies for Project-Based Learning Activities
100% of students had access to instructional materials in both 2023-24 and 2024-25, maintaining full access and supporting equitable curriculum participation.

1.2 Teacher recruitment and credentialing support
The percentage of teachers appropriately assigned increased by nearly 5% from 83.9% to 88.59%, showing improved credentialing and assignment processes, though there is still room for full compliance.

1.3 Teacher professional development
100% teacher participation in reflective evaluations was maintained, supporting continuous improvement and accountability in teaching practices.

1.4 Teacher preparation time
Positive staff survey results improved significantly (from 92% to 97% for Professional Learning Process & Practices), indicating high satisfaction with professional development and collaboration time.

1.5 Academic coaching support
While 89% of students achieved a 2.0+ GPA (slightly down 1%), the overall academic success remains strong, showing academic coaching supports students well but may need further enhancements to reverse the slight decline.

1.6 Training for academic coach / paraeducators
Maintaining 100% of students needing intervention with academic supports suggests training for tutors and paraeducators is contributing to timely and appropriate student assistance.

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.

Reflecting on the prior year's data and implementation, the goal and key metrics remain largely unchanged to continue focusing on maintaining high standards of instructional quality, materials access, and student support. However, given the significant decline in student-reported safety, there will be an increased emphasis on school climate initiatives in the coming year, potentially including revised survey metrics and targeted safety programs. Additionally, DVC will continue our efforts around teacher credentialing to address remaining misassignments and reach the 100% target. Teacher preparation time and professional development actions will continue with possible enhancements to better address academic outcomes for unduplicated students and support school climate improvements.

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 & Supplies for Project-Based Learning Activities	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$23,300.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Teacher recruitment and credentialing support	Coordination of CTI Induction participation activities, teachers who have not cleared their credential are provided an CTI 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.	$5,000.00	No
1.3	Teacher professional development	Teachers participate in professional development geared specifically toward increasing the academic achievement of the unduplicated count students.	$26,625.00	Yes
1.4	Teacher preparation time	Teachers at DVC have double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and allows for collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real-world project-based, common core guided curriculum. This cost is included in all teacher salaries as an increased expense rather than a singularly noted itemized expense.		No
1.5	Academic coaching support	Students will have access to academic coaching and tutoring support as needed to support their academic success. Unduplicated students will be given priority to tutoring opportunities.	$23,223.00	Yes
1.6	Training for academic coach / paraeducators	Tutoring training for classified staff providing services with the unduplicated count students getting priority.	$2,209.00	Yes

Goals and Actions

Goal

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

DVC 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 parents attending student led conferences in 2023-24 was 85% as measured by teacher feedback.	The number of parents attending student led conferences in 2024-25 was 89% as measured by teacher feedback.		The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Increase of 4%
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 88% of families responded positively (Strongly Agree/Agree) that DVC	Fall 2024 parent surveys show that 92% of families responded positively (Strongly		At least 85% of families believe that DVC is Good, Very Good, or Excellent at	Increase of 4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		involves parents in decision-making processes.	Agree/ Agree) that DVC involves parents in decision-making processes.		involving parents in 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 88% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 89% positive for those who report being socio-economically disadvantaged.	Fall 2024 parent survey responses to the question: 'I feel welcome to participate at this school' are 95% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 96% 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 DVC.	LOTE: 7% Increase. SED: 7% Increase.
2.4	Average Daily Attendance (ADA)	DVC ADA for 2023-24 was 93.63%.	DVC ADA for 2024-25 was 93.39%.		DVC ADA will remain above 95%.	Decline of 0.24%.
2.5	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 2.4% of students were suspended at least once, an increase of .9% from the previous year for an Orange color rating overall.	On the 2024 CA Dashboard, 1.3% of students were suspended at least once, with a decrease of 1.1% from the previous year for an Green color rating overall.		DVC will decrease the suspension rate to earn and then maintain a Blue or Green rating on CA School Dashboard.	Decline of 1.1%.
2.6	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 3.1% of	On the 2024 CA Dashboard, 1.1%		DVC will decrease the suspension	SED: Decline of 2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(unduplicated subgroups)	SED students were suspended at least once, an increase of 1.3% from the previous year for an Orange color rating for SED students. 0% of English Learners were suspended at least once, and maintained 0% from the previous year. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	of SED students were suspended at least once, a decrease of 2.1% for a Blue color rating for SED students. 0% of English Learners were suspended at least once, and maintained from 0%, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.		rates for SED and EL students to earn and then maintain a Blue or Green rating for both groups on CA School Dashboard.	EL: Maintained at 0%.
2.7	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 78% of students chose 'Agree' or 'Strongly Agree' on the Diversity & Inclusion section of the survey.	On the Fall 2024 student survey, 75% 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.	Decline of 3%.
2.8	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 74% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 66% of students chose 'Agree' or 'Strongly Agree' on the School Culture & Safety section of the survey.		More than 80% of respondents choose 'Agree,' or 'Strongly Agree' on the 7 question School Community & Connectedness section of the annual student survey.	Decline of 8%.

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.

Implementation of Goal 2 at Da Vinci Communications focused on strengthening a student-centered, inclusive, and caring environment by increasing parent engagement, enhancing student connectedness, and supporting equity initiatives. Parent participation and involvement activities such as parent nights, frequent communications, and advisory curriculum development were executed as planned. The Freshman Overnighter and peer leader training were successfully held to boost student connectedness, particularly among unduplicated students. Counselors and administrative staff maintained low student-to-counselor ratios and increased outreach efforts, especially targeting families with diverse backgrounds. Professional development in restorative practices and culturally relevant pedagogy was provided to staff to deepen equity and inclusion efforts. Successes include improved parent perception of involvement and decreased suspension rates, particularly for socio-economically disadvantaged students. Challenges arose with declining student survey responses related to diversity, inclusion, and community connectedness, indicating a need to reexamine school climate strategies.

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 Goal 2 actions. Funds allocated for parent engagement events, advisory curriculum development, counseling staffing, and professional development were utilized as planned. Any minor variances were operational and did not affect the provision of services. The school effectively managed resources to maintain low counselor-to-student ratios and support administrative roles crucial for monitoring and improving school climate and family outreach.

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

Actions under Goal 2 have demonstrated mixed effectiveness. Positive outcomes include increased parent perception of involvement in decision-making (up 4%), higher parent feelings of welcome among LOTE and socio-economically disadvantaged families (up 7%), and a notable reduction in suspension rates overall and within the SED subgroup. However, declines in student-reported feelings of diversity, inclusion, and community connectedness (3% and 8% decreases respectively) highlight areas where actions have been less effective. These declines suggest that while structural supports and family engagement are strong, student experience regarding school climate and inclusivity needs targeted enhancement.

2.1 Parent/guardian engagement & communications
This action was effective in increasing parent involvement, as shown by positive trends such as 92% of families feeling involved in decision-making (up 4%) and high parent attendance at student-led conferences. Consistent communication through multiple channels helped sustain engagement.

2.2 Advisory curriculum

While specific data on advisory impact is limited, the curriculum likely supported student engagement efforts. However, declines in student survey responses on diversity and connectedness suggest more targeted efforts within advisory may be needed to improve inclusivity and community feelings, providing the opportunity to leverage this action as a solution.

2.3 Extra-curricular activities including freshman Overnighter and leader training
The Freshman Overnighter and peer leader training contributed to connectedness. While overall student survey data shows a decline in feelings of community and inclusion (-8% and -3%), disaggregated data reveals that School Culture & Safety ratings and Diversity & Inclusion ratings were higher for 9th graders than any other grade, which may support the need for similar practices to be expanded or supplemented at the upper grades to better address student climate concerns.

2.4 Counseling staffing
Maintaining a low student-to-counselor ratio was effective in providing individualized student support, reflected in a substantial decrease in suspension rates overall and among socio-economically disadvantaged students. This suggests counseling played a strong role in addressing behavioral and socioemotional needs.

2.5 Administrative Staffing - Assistant Principal
Administrative support helped sustain positive school climate improvements, especially through increased outreach to families with diverse backgrounds. Survey data showing high parent engagement and input supports the effectiveness of these efforts, though continued focus is needed on student climate.

2.6 Professional Development
Staff professional development in restorative practices and equity was crucial for supporting low-income, EL, and foster youth students. However, the decline in student perceptions of diversity and inclusion suggests more focused or ongoing training and application may be necessary to deepen impact.

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 reflections, the overall goal remains focused on equity and inclusion, but upcoming plans will place greater emphasis on improving student perceptions of diversity and connectedness. This may include more intentional school climate programs such as increased student voice initiatives and expanded peer leadership training or advisory training. The metrics for parent engagement and suspension rates will remain, given positive trends, while adding new measures to track improvements in student experiences of inclusion. Actions will also include enhanced restorative practices training and expanded outreach to families less engaged in prior years, addressing gaps revealed by the surveys.

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 Communications 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 that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	$29,939.00	No
2.2	Advisory curriculum	Creation and execution of an advisory curriculum that supports increased unduplicated student 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.	$11,500.00	Yes
2.3	Extra-curricular activities including freshman Overnighter and overnighter leader training	Freshmen students will participate in an overnighter trip prior to entering DVC to increase the connectedness of unduplicated students to the school culture. Student leaders in 10th, 11th, & 12th grades will be trained in the super peer counseling program. Supports will be provided to 9th grade students through the super peer counseling program throughout the school year.	$381,670.00	Yes
2.4	Counseling staffing	Counselors will support students more effectively with a lower student to counselor ratio. DVC will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVC ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.	$233,979.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Administrative Staffing-Assistant Principal	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 r.e. academics, attendance, and discipline issues. Administrators will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Da Vinci Communications seeks to maintain a positive school climate, parent and student engagement. Data gathered from surveys was used to reflect and improve school programs. Reports from the survey will be made public to parents. Specifically, the school will make greater effort to reach out to families whose first language is not English, socio-economically disadvantaged families, and families who do not regularly interact with the school.	$181,032.00	Yes
2.6	Professional Development	Opportunities for staff to engage in professional development (consultants, trainings, conferences) in restorative practices and culturally relevant instructional practices critical to increasing the success of Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils.	$10,704.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Da Vinci Communications 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 in 11th grade, but also more formative college prep testing via the PSAT in the years leading up to that as well. English Learners will continue to be annually evaluated on their progress on the Summative ELPAC, and growth will continue to be reported until students are eligible to be redesignated. We believe that involving and informing educational partners, including students, parents, teachers and staff, about college readiness growth on the PSAT and ELPAC throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in English Language Arts. We, as a school and a community, are no longer content with the status quo of evaluating student success in English Language Arts on a single exam in a single year and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and college readiness in multiple ways.

Measuring and Reporting Results

Metric #	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, DVC students scored 26.9 points above standard in ELA, a decline of 16.4 points from the	On the 2024 CA School Dashboard, DVC students scored 13.9 points above standard in ELA, a decline of		DVC will annually improve CAASPP distance from standard scores in English to earn and maintain a	Decline of 13.1 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year before, for a Yellow overall dashboard rating.	13.1 points from the year before, for a Yellow overall dashboard rating.		Blue or Green rating on the CA School Dashboard.	
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 CA School Dashboard, our 63 SED students at DVC scored 12.3 points above standard in English, a decline of 7.2 points from the year before for a Yellow overall dashboard rating. DVC only had six 11th grade EL students in 2023, which is not enough students to have scores reported on the CA Dashboard for that year.	On the 2024 CA School Dashboard, our 74 SED students at DVC scored 9.5 points below standard in English, a decline of 21.8 points from the year before for an Orange overall dashboard rating. English Learners scored 113.5 points below standard, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.		DVC will annually improve CAASPP distance from standard scores in English to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED: Decline of 21.8 points. EL: No 2023 data to evaluate difference.
3.3	PSAT Evidence-Based Reading and Writing (ERW): 11th grade college readiness	In Fall 2023, 64% of the 127 juniors in the 2025 cohort met the benchmark on their PSAT ERW, and 6% of students were approaching benchmark, demonstrating that 71% of juniors were on track	In Fall 2024, 48% of the 117 juniors in the 2026 cohort tested met the benchmark on their ERW PSAT, and 21% of students were approaching benchmark,		PSAT Evidence-Based Reading and Writing (ERW) benchmark scores will improve and then maintain at a rate higher than 75%.	Met Benchmark: 16% Decline. College Ready: 2% Decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for college readiness in English.	demonstrating that 69% of juniors were on track for college readiness in English.			
3.4	PSAT Evidence-Based Reading and Writing (ERW): 12th grade college readiness growth and achievement	DVC 2024 cohort growth: 96 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT ERW mean benchmark score of 430-470 with a mean score of 460, a 40 point increase from the previous year. They also met the college readiness benchmark of 460 for the PSAT ERW. The 2024 cohort also met the projected mean score of 440-480 for the Spring 2023 SAT with a score of 440, but did not meet the overall SAT ERW college readiness benchmark of 480 on their Spring 2023 SAT tests.	DVC 2025 cohort ERW growth: PSAT 9 to PSAT 10 (103 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: -10 PSAT 10 to PSAT 11 (53 students) Projected Mean Score: Met College Readiness: Met Mean score change: +100 SAT 11 to SAT 12 (53 students) Projected Mean Score: Met College Readiness: Met Mean score change: +20		DVC students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.	PSAT 9 to PSAT 10: -10 points PSAT 10 to PSAT 11: +100 points SAT 11 to SAT 12: +20 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CA Dashboard: English Learner Progress Indicator (ELPI)	On the 2023 CA School Dashboard, 26.7% of DVC EL students made progress towards English Language Proficiency, a decline of 31.7%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, 70% of DVC EL students made progress towards English Language Proficiency, an increase of 43.3%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.		DVC will annually improve distance from standard scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.	Increase of 43.3%.

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 the 2024–25 school year, DVC continued implementation of Goal 3 by focusing on a more comprehensive and equitable evaluation of English Language Arts (ELA) achievement, particularly for low-income and English learner students. The school implemented key planned actions including administering the PSAT and SAT to track college readiness progress, engaging families and students with results, and analyzing CAASPP and ELPAC data to drive reflection and planning. A key success was the 43.3% increase in English Learner Progress (ELPI), demonstrating the effectiveness of targeted language supports. The school's commitment to PSAT/SAT tracking also yielded strong 12th-grade growth outcomes, with the class of 2025 meeting both projected mean scores and college readiness benchmarks from PSAT 10 through SAT 12. However, challenges emerged in both CAASPP and PSAT data for 11th grade, with a 13.1-point decline in overall CAASPP ELA scores and a 16% drop in 11th grade PSAT benchmark achievement. The drop of 21.8 points for socioeconomically disadvantaged (SED) students on CAASPP ELA is especially concerning and highlights continued gaps in support for this subgroup.

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 Goal 3. The primary investments—administration of PSAT/SAT exams, instructional materials, and support for English learners—were implemented in alignment with the

original budget plan. The estimated percentage of improved services provided to unduplicated pupils remained consistent with the original plan. These services included priority tutoring, language support interventions, and enhanced monitoring of academic growth for EL and SED students. However, while services were implemented as planned, their effectiveness in improving outcomes for unduplicated pupils varied, as reflected in mixed data trends.

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

The actions implemented under Goal 3 have shown mixed effectiveness in making progress toward the stated objectives. While some bright spots exist—such as the significant 43.3% increase in the percentage of English Learners making progress toward English language proficiency—the overall outcomes across metrics suggest that many of the actions were insufficient in meeting the goal's broader targets. Notably, there were substantial declines in CAASPP English Language Arts scores both overall and for socioeconomically disadvantaged (SED) students, with the latter subgroup moving from 12.3 points above standard to 9.5 points below standard, resulting in a drop from a Yellow to an Orange Dashboard rating. Similarly, PSAT data showed a 16% decline in the percentage of students meeting the benchmark and only a modest 2% decline in the number of students overall considered college-ready, indicating that while some students improved, readiness remains inconsistent. On the positive side, the PSAT 10 to PSAT 11 growth and SAT 11 to 12 growth for the 2025 cohort were strong, suggesting that with focused instructional efforts and supports in the later high school years, students are able to make gains. These mixed results highlight that while some individual actions—like monitoring longitudinal growth and providing writing rubrics across disciplines—show potential, more robust and targeted interventions are needed earlier in students' academic careers to realize the full intent of the goal.

3.1 – Intervention and Support Classes in ELA
Students were provided access to ELA intervention classes and academic coaching, with unduplicated students prioritized. Despite these supports, CAASPP ELA scores declined significantly for both all students and SED subgroups, suggesting these interventions may not have been adequately targeted or intensive enough to drive substantial improvement. The interventions likely helped maintain some level of progress, but greater focus on early identification and consistent follow-up may be necessary.

3.2 – Software for Diagnostic Testing and Instructional Support in ELA
Diagnostic testing was implemented to identify and address student needs, and data analysis was used to guide instruction. However, the data show overall declines in CAASPP performance and PSAT benchmarks, indicating the software and diagnostic tools may not have been fully leveraged to close learning gaps. The systems in place appear effective in theory, but their actual impact on measurable outcomes was limited this year.

3.3 – Curriculum Development
Internally developed curriculum was used to address reading intervention needs. While curriculum customization is valuable, the significant drop in performance for SED students and inconsistent PSAT growth raise concerns about whether the developed materials were rigorous and responsive enough to student needs. Further alignment with state standards and benchmarks may improve effectiveness.

3.4 – PSAT/SAT Test and Prep Course Fees

Providing no-cost PSAT/SAT test prep to unduplicated students is an equitable and supportive action. However, PSAT scores for juniors declined in both benchmark and overall college-readiness metrics, suggesting that while access was expanded, student engagement, course alignment, or instructional quality within the prep programs may need enhancement to produce better outcomes.

3.5 – EL Coordinator
The EL Coordinator played a critical role in tracking English Learner progress and coordinating supports. The ELPI metric showed a 43.3% increase in students making progress toward English proficiency—one of the strongest improvements under this goal—indicating this action was highly effective. Continued investment in this role appears warranted and potentially scalable.

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 reflections from the past year's implementation and outcome data, several adjustments will be made to Goal 3 for the coming year. One key change is an increased focus on analysis of mid-year formative IAB and FIAB assessments, to help identify student needs earlier and provide timely interventions prior to CAASPP testing in targeted performance standards. These assessments will further support better alignment between instruction and college readiness standards. In response to the significant decline in performance among socioeconomically disadvantaged students, targeted academic interventions, expanded tutoring opportunities, and more intentional family engagement strategies will be implemented to ensure equitable access to support. Instructional alignment in 10th and 11th grade ELA courses will also be reviewed and adjusted to better prepare students for CAASPP and PSAT benchmarks. The school will also disaggregate PSAT data more intentionally by subgroup to ensure equity in monitoring and support. While the overall goal statement will remain the same, these strategic adjustments aim to improve the effectiveness of actions in supporting all students, particularly those in historically underserved groups.

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	Intervention and support classes in ELA	Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$52,829.00	Yes
3.2	Software for diagnostic testing	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be provided diagnostic tests in ELA as soon as	$11,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and instructional support in ELA	possible after they enroll to identify present reading and English language skills levels. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of high needs students. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.		
3.3	Curriculum Development	Internally developed curriculum to support reading intervention needs for all students.		No
3.4	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses offered during the school day or before-school, after-school, or on school breaks or weekends. Course offered at no cost to unduplicated students.	$6,250.00	Yes
3.5	EL Coordinator	Teacher stipend for monitoring testing, support, and intervention for English learners, and providing updates on data and interventions at School Site Council Meetings.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Da Vinci Communications 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 in 11th grade, but also more formative college prep testing via the PSAT in the years leading up to that as well. We believe that involving and informing educational partners, including students, parents, teachers and staff, about college readiness growth on the PSAT throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in Mathematics. We, as a school and a community, are no longer content with the status quo of evaluating student success in Mathematics on a single exam in a single year and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and college readiness in multiple ways.

Measuring and Reporting Results

Metric #	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, DVC students scored 66 points below standard in Math, a decline of 16 points from the year before, for an Orange	On the 2024 CA School Dashboard, DVC students scored 74.4 points below standard in Math, a decline of 8.4 points from the		DVC will annually improve CAASPP distance from standard scores in Math to earn and maintain a Blue or Green rating on	Decline of 8.4 points.

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.		the CA School Dashboard.	
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 CA School Dashboard, our 63 SED students at DVC scored 86.3 points below standard in Math, a decline of 8.9 points from the year before for an Orange overall dashboard rating. DVC only had six 11th grade EL students tested in 2023, which is not enough students to have scores reported on the CA Dashboard for this year.	On the 2024 CA School Dashboard, our 74 SED students at DVC scored 96.5 points below standard in Math, a decline of 10.1 points from the year before for an Orange overall dashboard rating. English Learners scored 173.5 points below standard, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.		DVC 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: Decline of 10.1 points. EL: No 2023 score to determine difference.
4.3	PSAT Math: 11th grade college readiness	In Fall 2023, 32.3% of the 127 juniors in the 2025 cohort met the benchmark on their Math PSAT, and 17.3% of students were approaching benchmark, demonstrating that 49.6% of juniors were	In Fall 2024, 15% of the 117 juniors in the 2026 cohort tested met the benchmark on their Math PSAT, and 13% of students were approaching benchmark, demonstrating that		PSAT Math Met & Approaching benchmark scores will improve and then maintain at a rate higher than 50%.	Met Benchmark: 17.3% Decline. College Ready: 21.6% Decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		on track for college readiness in Math.	28% of juniors were on track for college readiness in Math.			
4.4	PSAT Math: 12th grade college readiness growth and achievement	DVC 2024 cohort growth: 96 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT Math mean benchmark score of 420-470 with a mean score of 440, a 20 point increase from the previous year. They did not meet the college readiness benchmark of 510 for the Math PSAT. The 2024 cohort also met the projected mean score of 440-480 for the Spring 2023 SAT with a score of 440, but again did not meet the overall college readiness benchmark of 530 on their Spring 2023 SAT tests.	DVC 2025 cohort Math growth: PSAT 9 to PSAT 10 (103 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +10 PSAT 10 to PSAT 11 (53 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +60 SAT 11 to SAT 12 (53 students) Projected Mean Score: Met College Readiness: Not Met		DVC students will continue to meet projected mean score and will improve to meet benchmark outcomes on PSAT and SAT Math exams.	PSAT 9 to PSAT 10: +10 points PSAT 10 to PSAT 11: +60 points SAT 11 to SAT 12: Maintained, no change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean score change: 0			

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 Communications implemented its planned actions to support student achievement in mathematics, particularly for low-income and English learner students. Intervention classes, diagnostic software, curriculum development, and free PSAT/SAT prep were provided as planned. However, despite consistent implementation of these supports, student outcomes across several metrics showed declines. This suggests that while access and services were expanded, the intensity and quality of support may not have been sufficient to produce measurable growth. Key challenges included persistent learning gaps among unduplicated student groups and difficulty meeting PSAT and CAASPP benchmarks, despite improvements in some student growth indicators. A notable success was observed in PSAT longitudinal growth between grades 10 and 11, where students in the 2025 cohort improved by an average of 60 points, indicating that while proficiency benchmarks weren't met, progress in skill development is occurring over time.

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 major material differences between budgeted and actual expenditures for Goal 4. All core services—including intervention classes, diagnostic software, and testing support—were implemented as planned and at the intended scale.

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

Based on the data, the implemented actions had limited effectiveness in achieving the goal of improved math performance. On the CAASPP, all students declined by 8.4 points and socioeconomically disadvantaged (SED) students declined by 10.1 points. PSAT Math scores also showed a significant drop in both benchmark attainment and overall college readiness, with only 28% of juniors meeting or approaching benchmark compared to nearly 50% the prior year. While some student growth was observed longitudinally (e.g., +60 points from PSAT 10 to PSAT 11), students continued to fall short of college readiness benchmarks. This indicates that the interventions in place may be supporting foundational skill development but are not yet rigorous or targeted enough to produce proficiency or readiness outcomes, especially for unduplicated students.

4.1 – Intervention and support seminar programs in mathematics
Students had access to intervention seminars and academic coaching; however, CAASPP scores in Math declined overall (-8.4 points) and especially among socioeconomically disadvantaged students (-10.1 points). This indicates that while support structures were in place, they

were not sufficient in intensity or personalization to significantly improve proficiency outcomes. Priority scheduling for unduplicated students needs to be more strategically aligned with academic data.

4.2 – Software for diagnostic testing and instructional support in mathematics
NWEA MAP testing and professional development time were implemented and used to guide instruction, but CAASPP and PSAT Math outcomes dropped significantly, with only 28% of juniors meeting or approaching college readiness benchmarks compared to nearly 50% the prior year. This suggests that while diagnostics are informing instruction, the follow-through on instructional adjustments or interventions based on that data may not yet be robust or consistent enough to impact outcomes meaningfully.

4.3 – Multi-Tiered Student Supports (MTSS)
MTSS systems were in place to identify and support students through a tiered model, and some growth was observed—particularly the +60 point gain from PSAT 10 to PSAT 11 for the 2025 cohort. However, lack of benchmark attainment and continued gaps for high-needs students indicate that MTSS processes may need stronger fidelity of implementation, especially for math-specific Tier 2 and Tier 3 supports.

4.4 – Curriculum for instructional support in math
The internally developed math curriculum aimed to address intervention needs, but its effectiveness appears limited given the continued decline in CAASPP scores and lack of college readiness demonstrated in PSAT/SAT outcomes. The curriculum may require refinement to align more directly with state standards and college readiness expectations, as well as more robust supports for teachers in effective delivery.

4.5 – PSAT/SAT test and prep course fees
Prep courses were made accessible at no cost to unduplicated students, yet benchmark attainment declined significantly (from 32.3% to 15% of juniors meeting benchmark). Although these supports were provided, participation rates, engagement levels, or the quality of prep may not have been sufficient. Greater alignment between prep content and assessed skills, along with improved tracking of student engagement, may enhance future effectiveness.

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 these reflections, changes will be made to increase the effectiveness of the supports offered. For the coming year, there will be a greater emphasis on early, targeted intervention for students identified through IAB and FIAB targeted formative testing as underperforming in math. Teachers will receive additional professional development on data-driven instruction and best practices in math pedagogy, particularly for supporting English learners and SED students. Additionally, increased alignment between math curricula and college readiness benchmarks such as those on the PSAT and SAT will be brought into the focus on state aligned standards work. The school will also explore increasing academic coaching in math and may revise instructional models to create smaller, more personalized support environments. Metrics and targets will be reviewed to ensure they reflect not only growth but also progress toward CAASPP proficiency and college readiness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention and support seminar programs in mathematics	Students in need of Math interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$27,000.00	Yes
4.2	Software for diagnostic testing and instructional support in mathematics	Internal diagnostic tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth. These tests are done at no additional cost to the school.	$11,441.00	Yes
4.3	Multi-Tiered Student Supports	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. 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.		Yes
4.4	Curriculum for instructional support in math	Internally developed curriculum to support math intervention needs targeted for all students		No
4.5	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses offered during the school day or before-school, after-school, or on school breaks or weekends. Course offered at no cost to unduplicated students.	$15,250.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Da Vinci Communications 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 DVC 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 Communications, these metrics are only the beginning of the definition. Stakeholder feedback has noted that, while necessary, these measures simply are not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets young people will need to be successful in college, career, and civic life. Students must also be able to demonstrate 21st century skills (critical thinking & problem solving, communication, initiative, leadership, use of academic language, use of technology), social-emotional skills & habits of mind (accountability, connection, collaboration, evidence, integrity, quality), career and real-world learning opportunities, civic engagement, and more in order to be truly ready for life beyond high school.

Measuring and Reporting Results

Metric #	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	On the 2023 CA School Dashboard, DVC had a 4-year cohort graduation rate of 96.1%, a decline of 1.6% points from the year before, for a Blue	On the 2024 CA School Dashboard, DVC had a 5-year cohort graduation rate of 94.7%, a decline of 1.4% points from the year before, for a		Cohort graduation rate will be Very High by state standards (at least 95%).	Decline of 1.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	Yellow overall dashboard rating.			
5.2	4-Year cohort dropout rate	The 4-year cohort dropout rate for the class of 2023 was 1.6% (2 students).	The 4-year cohort dropout rate for the class of 2024 was 0% (0 students).		The dropout rate will remain less than 2%.	Decline 0f 1.6%.
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 77.2% of DVC students were rated by the state as Prepared, for a Very 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, 87.1% of DVC students were rated by the state as Prepared, an increase of 10% from the year before, for a Blue overall dashboard rating.		DVC will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Increase of 10%.
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 70.6% of DVC SED students were rated as prepared on the College & Career indicator, for a Very High rating on the dashboard. DVC only had nine 12th grade EL graduates in 2023, which is not enough students to have preparedness reported on the CA Dashboard for this year. No CCI ratings were reported on the 2022 dashboard, so change and color	On the 2024 CA School Dashboard, 85.5% of DVC SED students were rated as prepared on the College & Career indicator, an increase of 15% from the previous year, for an overall Blue rating. DVC only had eleven 12th grade EL graduates in 2024, which is not enough students to have		DVC will improve or maintain prepared rates in College Readiness to earn and maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.	SED: 15% Increase.

EL: No 2023 data to determine difference. |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ratings for this metric will not be reported until the 2024 dashboard.	preparedness reported on the CA Dashboard for this year.			
5.5	Broad course of study: A-G eligibility rate	88.2% of the class of 2023 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	87.1% of the class of 2024 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.		DVC will maintain A-G course eligibility rates above 90%.	Decline of 1.1%.
5.6	Career Technical Education (CTE) pathway completion rate	72.4% of the class of 2023 graduating cohort completed a CTE course pathway.	87.1% of the class of 2024 graduating cohort completed a CTE course pathway.		DVC will increase and then maintain CTE pathway completion rates to remain above 50%.	Increase of 14.7%.

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.

The implementation of Goal 5 was largely consistent with planned actions, with the school continuing to provide a broad course of study, college readiness preparation, CTE pathway access, and student engagement strategies aligned with 21st century skills development. A notable success was the significant increase in the College & Career Indicator (CCI) preparedness rate (from 77.2% to 87.1%), including a 15% increase for socioeconomically disadvantaged (SED) students. Similarly, the CTE pathway completion rate rose substantially by nearly 15%, signaling strong implementation of real-world, career-aligned learning. However, there were minor implementation challenges. For instance, despite efforts to maintain high A-G eligibility, the rate dropped slightly below the target (from 88.2% to 87.1%). In addition, while the dropout rate improved to 0%, the graduation rate dropped by 1.4% from the previous year, resulting in a lower (Yellow) rating. This suggests that although most supports were in place, a few students still struggled to complete requirements on time, possibly due to academic or socio-emotional barriers.

There were no material differences reported between budgeted and estimated actual expenditures for Goal 5. Most actions leveraged existing staff, structures, or state-supported services, which allowed for efficient use of resources.

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

The specific actions taken to achieve Goal 5 have been largely effective in supporting student success and readiness for college and career. Graduation rates remain high, and although there was a slight decline, the dropout rate improved to zero, indicating strong student retention efforts. The College and Career Readiness Indicator showed a significant increase, especially among unduplicated students, demonstrating progress in preparing students for post-secondary opportunities. Additionally, the high rates of A-G course eligibility and increased completion of Career Technical Education pathways reflect the effectiveness of curricular access and support. Overall, these actions have contributed positively toward the goal, though continued focus on maintaining and improving these outcomes remains important.

5.1 Credit Recovery & Summer School
The credit recovery and summer school programs have been effective in supporting at-risk students, particularly low-income, English learners, foster youth, and redesignated fluent English proficient pupils. These programs likely contributed to maintaining a low dropout rate (which improved to 0%) and supported graduation rates close to state targets, helping students stay on track for graduation.

5.2 College Courses & Dual Enrollment
Offering college courses and supporting dual enrollment has helped increase access to college-level coursework for students. This contributes to college readiness and engagement, although specific data on dual enrollment participation is not provided, the overall increase in College and Career Readiness Indicator suggests positive outcomes.

5.3 Career Exploration / CTE Program, Staffing & Credentialing Costs
The growth in CTE pathway completion (up by 14.7%) indicates that real-world learning and career exploration programs are effective in preparing students for careers beyond high school. These programs appear to successfully engage students in applied learning experiences that enhance their readiness for college and career.

5.4 College & Career Readiness Counselor
The provision of a dedicated College & Career Counselor has likely played a key role in the increase of College and Career Readiness ratings (up 10% overall and 15% for unduplicated subgroups). Personalized support through the application and financial aid process helps ensure that students, especially those from high-need populations, are better prepared for post-secondary success.

5.5 Partnerships with CTSOs & Leadership Development Programs
Leadership development opportunities for unduplicated students help build motivation, agency, and engagement, which are crucial for long-term success. While direct data on these programs' impact isn't detailed, these actions align with the improved college readiness and engagement outcomes observed.

5.6 College & Career Field Trip Opportunities

Off-campus college and career experiences enhance students' understanding of post-high school options and support pathway choices. These experiences contribute to the increased engagement and readiness reflected in the improved College & Career Readiness metrics.

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 reflections from prior practice and the analysis of current data, no significant changes have been made to the planned goals, metrics, target outcomes, or actions for Goal 5 in the coming year. Instead, Da Vinci Communications will focus on continuing to bolster and refine existing practices that have proven effective. The school will maintain its emphasis on supporting high graduation and low dropout rates by ensuring that systems of support—such as advisory, credit monitoring, and intervention—remain strong and responsive. To support continued success on the College and Career Indicator (CCI), DVC will enhance current practices in CTE, dual enrollment, and real-world learning opportunities, ensuring equitable access and consistent support for unduplicated student groups. Additionally, A-G tracking systems and counseling structures will be sustained and improved with more targeted communication and follow-up. The strong growth in CCI preparedness, particularly among socioeconomically disadvantaged students, indicates that the current strategies are working, and the focus moving forward will be on strengthening these systems to ensure they remain effective and equitable for all 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
5.1	Credit Recovery & Summer School	DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for recovery opportunities. Summer school courses will be made available in core content area courses as determined by student needs. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for summer school.	$66,699.00	Yes
5.2	College courses & dual enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course	$2,875.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.		
5.3	Career exploration/ CTE program, staffing, & credentialing costs	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. 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.	$740,000.00	No
5.4	College & Career Readiness Counselor	Senior students provided with a College & Career Counselor to take them through the college application, financial aid application, and scholarship application process. Counselor gives priority to unduplicated students.	$238,640.00	Yes
5.5	Partnerships with CTSOs & leadership development programs	Providing high needs and unduplicated students leadership development opportunities and training to increase student agency, motivation, and engagement.	$17,000.00	No
5.6	College & Career Field Trip Opportunities	Engage students in off-campus experiences to further understanding of post-high school options for college and career in conjunction with CTE pathways.	$15,000.00	No

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
$$655,463.00	$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
10.000%	0.000%	$0.00	10.000%

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	**Action:** Teacher professional development **Need:** Over 85% of all Da Vinci Communications students achieved a 2.0 or above unweighted GPA in Fall 2024 and Spring 2025, and 89% of students had over a 2.0 across the year. Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. For the upcoming year, DVC will offer a range of professional learning opportunities designed to strengthen teaching practices and improve academic outcomes for all students, with particular attention to the needs of unduplicated students. These include Marzano trainings focused on research-based instructional strategies, attendance at teacher conferences to deepen content expertise, consultation with a math	DVC 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
	students, with only 87% of SED students earning a 2.0 GPA in Fall, while 93% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2025, with 83% of SED students earning a 2.0 GPA in Fall, while 90% of non-SED students earned a 2.0 or above. The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 56% of EL students earned a 2.0 or above GPA in Fall 2024, while 90% of non-EL students earned a 2.0. In Spring 2025, 50% of EL students earned a 2.0 or above GPA, while 88% of non-EL students earned a 2.0. On the 2024 CA School Dashboard, disaggregated scores show an achievement gap is present for SED students in ELA. Schoolwide, DVC students scored 13.9 points above standard in ELA, a decline of 13.1 points from the year before, for a Yellow overall dashboard rating. Our 74 SEL students at DVC scored 9.5 points below standard, a decline of 21.8 points from the previous year for an Orange rating. Our 12 EL students scored 113.5 points below standard in English, and while no change or performance color was reported due to less than 40 students in the subgroup, the gap is substantial. On the 2024 CA School Dashboard an achievement gap is present for SED students in Math. Schoolwide, DVC students scored 74.4 points below standard in Math, a decline	specialist to enhance math instruction, and literacy-focused professional development provided by the Los Angeles County Office of Education (LACOE). While these professional development efforts benefit the entire student body, they are especially critical for addressing the needs of unduplicated students who often face additional challenges such as learning gaps or limited access to academic resources. Trainings in scaffolding, sheltered instruction, and language-rich environments are essential for supporting English learners, but also improve outcomes across all subgroups by promoting clarity, engagement, and access to rigorous content. Research confirms that targeted, ongoing professional development increases teacher effectiveness, which in turn leads to improved academic achievement and stronger student outcomes (Darling-Hammond, Hyler, & Gardner, 2017). By investing in schoolwide professional learning, DVC ensures all students receive high-quality, equitable instruction in every classroom.	

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
	of 8.4 points from the year before, for an Orange overall dashboard rating. Our 74 SEL students at DVC scored 96.5 points below standard in Math, a decline of 10.1 points from the year before for an Orange overall dashboard rating. Our 12 EL students scored 173.5 points below standard in Math, and while no change or performance color was reported due to less than 40 students in the subgroup, the gap in Math is substantial as well. High-quality teacher professional development is essential to meeting the academic and engagement needs of all students, particularly those from unduplicated student groups. Unduplicated students often face barriers that impact access to rigorous, relevant instruction, and targeted professional development equips teachers with the tools to close those gaps. Through training in differentiation, culturally responsive teaching, and data-informed instruction, teachers can create more inclusive, engaging learning environments that support diverse learners. Professional development also helps teachers design curricula that reflect students' backgrounds and interests, increasing motivation, participation, and academic success. By building teacher capacity in these areas, Da Vinci Communications can ensure that unduplicated students have equitable access to high-quality instruction, leading to improved GPAs, stronger engagement with core content, and long-term academic growth.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** Academic coaching support **Need:** Over 85% of all Da Vinci Communications students achieved a 2.0 or above unweighted GPA in Fall 2024 and Spring 2025, and 89% of students had over a 2.0 across the year. Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED students, with only 87% of SED students earning a 2.0 GPA in Fall, while 93% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2025, with 83% of SED students earning a 2.0 GPA in Fall, while 90% of non-SED students earned a 2.0 or above. The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 56% of EL students earned a 2.0 or above GPA in Fall 2024, while 90% of non-EL students earned a 2.0. In Spring 2025, 50% of EL students earned a 2.0 or above GPA, while 88% of non-EL students earned a 2.0. On the 2024 CA School Dashboard, disaggregated scores show an achievement gap is present for SED students in ELA.	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. While academic coaching is designed to support the success of all students, it plays a particularly important role in meeting the needs of unduplicated students who may face additional academic and systemic barriers. Academic coaches collaborate closely with teachers to develop personalized instructional strategies, analyze student data, and provide targeted interventions that directly address learning gaps and promote growth. Offering coaching schoolwide ensures that all classrooms benefit from consistent instructional support and that unduplicated students are not isolated or singled out, but rather supported within a strong, inclusive academic framework. Coaches also help identify and prioritize students in need of additional support, ensuring unduplicated students receive timely, individualized attention. This model fosters equity by embedding high-impact practices into every learning environment while still maintaining a focus on closing opportunity gaps for students who need it most.	DVC 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
	Schoolwide, DVC students scored 13.9 points above standard in ELA, a decline of 13.1 points from the year before, for a Yellow overall dashboard rating. Our 74 SEL students at DVC scored 9.5 points below standard, a decline of 21.8 points from the previous year for an Orange rating. Our 12 EL students scored 113.5 points below standard in English, and while no change or performance color was reported due to less than 40 students in the subgroup, the gap is substantial. On the 2024 CA School Dashboard an achievement gap is present for SED students in Math. Schoolwide, DVC students scored 74.4 points below standard in Math, a decline of 8.4 points from the year before, for an Orange overall dashboard rating. Our 74 SEL students at DVC scored 96.5 points below standard in Math, a decline of 10.1 points from the year before for an Orange overall dashboard rating. Our 12 EL students scored 173.5 points below standard in Math, and while no change or performance color was reported due to less than 40 students in the subgroup, the gap in Math is substantial as well. Academic coaching plays a critical role in advancing achievement for English Learners and Socioeconomically Disadvantaged students by providing sustained, personalized support to teachers and instructional teams. Coaches help strengthen instructional practices through real-time feedback, model effective strategies for differentiation and		

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
	language development, and support the use of data to identify learning gaps and adjust instruction accordingly. In addition to improving academic outcomes, academic coaching fosters collaboration among educators, builds teacher confidence, and supports a culture of continuous improvement. By offering both instructional and relational support, coaching helps ensure that the unique needs of unduplicated students are met consistently and effectively, creating a learning environment where all students have the opportunity to succeed. **Scope:** LEA-wide		
1.6	**Action:** Training for academic coach / paraeducators **Need:** Over 85% of all Da Vinci Communications students achieved a 2.0 or above unweighted GPA in Fall 2024 and Spring 2025, and 89% of students had over a 2.0 across the year. Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED students, with only 87% of SED students earning a 2.0 GPA in Fall, while 93% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2025, with 83% of SED students earning a 2.0 GPA in Fall, while 90% of non-SED students earned a 2.0 or above.	As a single-site charter school, all students at Da Vinci Communications are enrolled within the same school and LEA. While training academic coaches and paraeducators provides support to all students, their training is especially critical in addressing the needs of unduplicated student groups who often face additional academic challenges and require more targeted support. Schoolwide training ensures that all academic coaches and paraeducators are equipped with research-based instructional strategies such as scaffolding, differentiated instruction, and the use of visual and hands-on learning tools that increase accessibility for diverse learners. Specific training in language acquisition strategies, including sheltered instruction, enables staff to support English Learners in developing both content	DVC 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
	The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 56% of EL students earned a 2.0 or above GPA in Fall 2024, while 90% of non-EL students earned a 2.0. In Spring 2025, 50% of EL students earned a 2.0 or above GPA, while 88% of non-EL students earned a 2.0.

On the 2024 CA School Dashboard, disaggregated scores show an achievement gap is present for SED students in ELA. Schoolwide, DVC students scored 13.9 points above standard in ELA, a decline of 13.1 points from the year before, for a Yellow overall dashboard rating. Our 74 SEL students at DVC scored 9.5 points below standard, a decline of 21.8 points from the previous year for an Orange rating. Our 12 EL students scored 113.5 points below standard in English, and while no change or performance color was reported due to less than 40 students in the subgroup, the gap is substantial.

On the 2024 CA School Dashboard an achievement gap is present for SED students in Math. Schoolwide, DVC students scored 74.4 points below standard in Math, a decline of 8.4 points from the year before, for an Orange overall dashboard rating. Our 74 SEL students at DVC scored 96.5 points below standard in Math, a decline of 10.1 points from the year before for an Orange overall dashboard rating. Our 12 EL students scored 173.5 points below standard in Math, and | knowledge and language proficiency. In addition, professional learning covers essential academic skills such as organization, time management, note-taking, and study techniques, tools that benefit all students, but are especially important for those who may not have access to these supports outside of school.

By offering this training schoolwide, DVC ensures a consistent and high-quality level of support in every classroom and learning environment while maintaining a clear focus on closing opportunity gaps for unduplicated students. This inclusive approach enhances curriculum access, fosters deeper student engagement, and supports stronger academic outcomes for those who need it most. | |

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
	while no change or performance color was reported due to less than 40 students in the subgroup, the gap in Math is substantial as well. Training for academic coaches and paraeducators is essential to improving curriculum access and academic outcomes for English Learners (EL), Foster Youth, and Socioeconomically Disadvantaged (SED) students. These staff members play a critical role in delivering direct support to students, and targeted training ensures they are equipped with the instructional strategies and content knowledge needed to provide effective, high-impact tutoring. Professional development focuses on techniques for clarifying difficult concepts, promoting language development, and scaffolding instruction to meet diverse learning needs. With proper training, academic coaches and paraeducators can more effectively reinforce classroom instruction, close learning gaps, and support students in achieving stronger grades, greater confidence, and long-term academic success. **Scope:** LEA-wide		
2.2	**Action:** Advisory curriculum **Need:**	As a single-site charter school, all students at Da Vinci Communications are part of the same school and LEA. While the advisory curriculum is delivered to all students, it is intentionally designed to meet the unique needs of unduplicated students	DVC will continue to monitor student survey results and suspension rates for all students as well as 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
	On the 2024 CA Dashboard, 1.3% of All Students at Da Vinci Communications were suspended at least once, a decrease of 1.1% from the previous year for a Green color rating overall.

When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 1.1% of SED students were suspended at least once, a decrease of 2.1% from the previous year for a Blue color rating. 0 of EL students were suspended at least once, the same as the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.

On the 2024 CA School Dashboard College and Career Indicator (CCI), 87.1% of Communications graduates were rated by the state as Prepared, an increase of 10% for a Blue color rating. 85.5% of Communications SED graduates were rated as prepared on the College & Career indicator, an increase of 15% from the prior year, for a Blue color rating as well. DVC had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group.

Student connectedness as measured by the annual student surveys shows that unduplicated students generally have higher feelings of connectedness and school satisfaction than their peers. On the annual student survey question 'This school creates a compassionate and caring learning | who may face additional challenges in accessing academic and socioemotional support. Implementing the advisory program schoolwide ensures every student benefits from consistent relationship building, guidance, and engagement, while also allowing for targeted content and strategies that directly address the experiences and barriers faced by unduplicated students. This dual approach promotes a culture of inclusivity, where all students are supported and those who need it most receive the additional layers of care and connection they deserve. A teacher will receive a stipend to lead curriculum development and coordination, ensuring lessons are purposeful, relevant, and responsive to student needs across the school. By structuring the program schoolwide with embedded targeted supports, DVC maximizes its impact on student engagement, behavior, academic success, and college readiness. | student groups in Goal 2, as well as disaggregated College & Career Readiness rates from 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
	community," 81% of SED students responded positively (Agree or Strongly Agree), while 73% of non-SED students responded positively. However, for the question, 'This school creates an environment of high integrity, respect, and trust,' 61% of SED students responded positively as compared to 72% of non-SED students. EL students followed a similar pattern, with responses more favorable or on par with their non-EL peers. 69% of EL and RFEP students reported an environment of high integrity, respect, and trust while only slightly fewer IFEP and English Only students felt that way at 86%. For compassionate and caring learning community, the gap was slightly larger but stull very close with EL and RFEP students at 79% positive and IFEP and EO students with 76% positive responses. An advisory curriculum that strengthens student connectedness and supports academic, behavioral, and college readiness growth is especially important for the continuing successes of unduplicated students at DVC. Unduplicated students often encounter barriers that can impact both their educational progress and their sense of belonging. A well-designed advisory program that fosters meaningful relationships and active engagement helps address these challenges by creating a more inclusive and supportive school environment. This comprehensive approach not only enhances academic performance through targeted guidance and personalized strategies, but also		

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
	supports positive behavior and emotional well-being. By incorporating college and career readiness into the curriculum, unduplicated students gain the knowledge, skills, and confidence they need to successfully pursue post-secondary opportunities and achieve long-term success. **Scope:** LEA-wide		
2.3	**Action:** Extra-curricular activities including freshman Overnighter and overnighter leader training **Need:** Student connectedness as measured by the annual student surveys shows that unduplicated students generally have higher feelings of connectedness and school satisfaction than their peers. On the annual student survey question 'This school creates a compassionate and caring learning community," 81% of SED students responded positively (Agree or Strongly Agree), while 73% of non-SED students responded positively. However, for the question, 'This school creates an environment of high integrity, respect, and trust,' 61% of SED students responded positively as compared to 72% of non-SED students. EL students followed a similar pattern, with responses more favorable or on par with their non-EL peers. 69% of EL and RFEP students reported	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. While these activities are open to all students, they are intentionally structured to meet the unique needs of unduplicated student populations who may face greater barriers to engagement and connection. Programs such as the Freshman Overnighter and peer counseling are designed to create strong entry points for 9th graders, helping them build early relationships with peers and upperclassmen mentors. Offering extracurricular activities on a schoolwide basis ensures that all students benefit from a connected and inclusive school culture while still allowing for targeted supports within these programs to address the specific needs of unduplicated students. Research demonstrates that participation in extracurriculars fosters belonging, builds relationships, and supports academic and behavioral success (Eccles & Barber, 1999). By embedding access and intentionality into schoolwide offerings, DVC	DVC will continue to monitor student survey results 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
	an environment of high integrity, respect, and trust while only slightly fewer IFEP and English Only students felt that way at 86%. For compassionate and caring learning community, the gap was slightly larger but stull very close with EL and RFEP students at 79% positive and IFEP and EO students with 76% positive responses. Participation in extracurricular programs at Da Vinci Communications, such as the Freshman Overnighter, athletics, performing arts, and field trips, plays a vital role in strengthening school connectedness, particularly for unduplicated students. These experiences provide meaningful opportunities for students to build relationships with peers and staff, develop a stronger sense of belonging, and engage more deeply in the school community. For unduplicated students, who may face additional barriers to connection and engagement, access to inclusive and well-supported extracurricular programs can help bridge those gaps. Research shows that involvement in extracurricular activities is strongly associated with higher levels of school engagement and connectedness (Fredricks & Eccles, 2006). By continuing to offer access to these programs, DVC can create a more inclusive school culture where all students, especially those from historically underserved backgrounds, feel valued, supported, and connected, ultimately improving school climate survey results and promoting equitable outcomes.	ensures that unduplicated students are not left behind, but rather fully included in meaningful experiences that promote engagement, well-being, and long-term success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Counseling staffing **Need:** On the 2024 CA Dashboard, 1.3% of All Students at Da Vinci Communications were suspended at least once, a decrease of 1.1% from the previous year for a Green color rating overall. When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 1.1% of SED students were suspended at least once, a decrease of 2.1% from the previous year for a Blue color rating. 0 of EL students were suspended at least once, the same as the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. On the 2024 CA School Dashboard College and Career Indicator (CCI), 87.1% of Communications graduates were rated by the state as Prepared, an increase of 10% for a Blue color rating. 85.5% of Communications SED graduates were rated as prepared on the College & Career indicator, an increase of 15% from the prior year, for a Blue color rating as well. DVC had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group.	As a single-site charter school, all students at Da Vinci Communications are enrolled within the same school and LEA. Maintaining a low student-to-counselor ratio allows counselors to support all students more effectively, while also providing the flexibility to meet the specific needs of unduplicated student groups. Rather than limiting services to targeted subgroups, a schoolwide model ensures that all students benefit from comprehensive academic, social-emotional, and college readiness support, while still allowing counselors to prioritize and tailor interventions for those who may face greater challenges. With more manageable caseloads, counselors can build stronger relationships, foster a greater sense of belonging, and proactively address behavioral or academic concerns before they escalate. This inclusive approach helps reduce suspensions, improve attendance, and strengthen student engagement. It also creates opportunities for more personalized college and career planning, ensuring that unduplicated students receive the guidance they need to pursue post-secondary success. Research from the American School Counselor Association (2019) confirms that lower student-to-counselor ratios improve the quality and effectiveness of support services. By staffing counseling services schoolwide with an equity-focused lens, DVC is better positioned to support the whole student and close opportunity gaps for those who need it most.	DVC 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 & Career Readiness rates from 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
	Student connectedness as measured by the annual student surveys shows that unduplicated students generally have higher feelings of connectedness and school satisfaction than their peers. On the annual student survey question 'This school creates a compassionate and caring learning community," 81% of SED students responded positively (Agree or Strongly Agree), while 73% of non-SED students responded positively. However, for the question, 'This school creates an environment of high integrity, respect, and trust,' 61% of SED students responded positively as compared to 72% of non-SED students. EL students followed a similar pattern, with responses more favorable or on par with their non-EL peers. 69% of EL and RFEP students reported an environment of high integrity, respect, and trust while only slightly fewer IFEP and English Only students felt that way at 86%. For compassionate and caring learning community, the gap was slightly larger but stull very close with EL and RFEP students at 79% positive and IFEP and EO students with 76% positive responses. Unduplicated students often face systemic barriers in traditional school settings that can impact their academic achievement, emotional well-being, and long-term success. At Da Vinci Communications, lowering the student-to-counselor ratio by staffing additional counselors is a critical step toward providing the personalized support these students need.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	With more accessible and responsive counseling services, staff can more effectively identify and address individual academic, social-emotional, and behavioral needs. This support fosters stronger student-counselor relationships, creates a more inclusive and connected school environment, and contributes to improved attendance, engagement, and academic performance. Additionally, increased counseling capacity allows for more targeted college and career readiness guidance, helping unduplicated students navigate their post-secondary pathways with confidence and support. Expanding counseling services is essential to ensuring equitable access to the resources and relationships that empower all students to thrive. **Scope:** LEA-wide		
2.5	**Action:** Administrative Staffing-Assistant Principal **Need:** On the 2024 CA Dashboard, 1.3% of All Students at Da Vinci Communications were suspended at least once, a decrease of 1.1% from the previous year for a Green color rating overall. When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 1.1% of SED students	As a single-site charter school, all students at Da Vinci Communications are part of the same school and LEA. While the assistant principal serves all students, this role is especially critical in meeting the needs of unduplicated students by providing proactive, personalized support in academics, attendance, behavior, and overall well being. A schoolwide model ensures that all students benefit from consistent leadership, systems of support, and positive school culture, while still allowing for targeted interventions that address the specific challenges faced by unduplicated	DVC will continue to monitor ADA, student survey results, and suspension rates for all students as well as unduplicated student groups from Goal 2, as well as disaggregated College & Career Readiness rates from 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
	were suspended at least once, a decrease of 2.1% from the previous year for a Blue color rating. 0 of EL students were suspended at least once, the same as the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. Average Daily Attendance rated for DVC students also highlights some discrepancies, with the overall DVC 2024-25 ADA at 93.39%. For SED students enrolled over 30 days, the ADA rate is 92.54% as compared to their non-SED peers at 94.20%. For EL students, the ADA rate is similarly lower than their non-EL peers, with the EL student rate at 92.29% and the non-EL student rate at 93.43%. On the 2024 CA School Dashboard College and Career Indicator (CCI), 87.1% of Communications graduates were rated by the state as Prepared, an increase of 10% for a Blue color rating. 85.5% of Communications SED graduates were rated as prepared on the College & Career indicator, an increase of 15% from the prior year, for a Blue color rating as well. DVC had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group. Student connectedness as measured by the annual student surveys shows that unduplicated students generally have higher feelings of connectedness and school satisfaction than their peers. On the annual student survey question 'This school creates a	students. The assistant principal plays a key role in building relationships with students and families, leading MTSS implementation, and using survey data from students, staff, and families to guide school improvement efforts. This includes intentional outreach to families who may face barriers to engagement, such as those whose primary language is not English or who have had limited interaction with the school. Through this inclusive, schoolwide leadership approach, the assistant principal helps ensure that every student, especially those who need it most, feels supported, connected, and equipped to succeed.	

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
	compassionate and caring learning community," 81% of SED students responded positively (Agree or Strongly Agree), while 73% of non-SED students responded positively. However, for the question, 'This school creates an environment of high integrity, respect, and trust,' 61% of SED students responded positively as compared to 72% of non-SED students. EL students followed a similar pattern, with responses more favorable or on par with their non-EL peers. 69% of EL and RFEP students reported an environment of high integrity, respect, and trust while only slightly fewer IFEP and English Only students felt that way at 86%. For compassionate and caring learning community, the gap was slightly larger but stull very close with EL and RFEP students at 79% positive and IFEP and EO students with 76% positive responses. Staffing an assistant principal at Da Vinci Communications is essential to strengthening school climate, improving student outcomes, and providing targeted support for unduplicated student groups. An assistant principal offers a consistent and visible presence on campus, building relationships with students and fostering a sense of safety, trust, and belonging. This leadership role allows for more proactive and individualized responses to student needs, particularly behavioral and social-emotional challenges, before they escalate into disciplinary actions such as suspensions. By supporting Multi-Tiered System of Supports (MTSS) practices		

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
	and implementing initiatives focused on social-emotional learning and positive behavior, an assistant principal helps create a more inclusive and connected learning environment. For unduplicated students, who may face additional barriers to success, this dedicated leadership ensures they receive the attention, advocacy, and resources necessary to thrive academically, socially, and emotionally. **Scope:** LEA-wide		
2.6	**Action:** Professional Development **Need:** Over 85% of all Da Vinci Communications students achieved a 2.0 or above unweighted GPA in Fall 2024 and Spring 2025, and 89% of students had over a 2.0 across the year. Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED students, with only 87% of SED students earning a 2.0 GPA in Fall, while 93% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2025, with 83% of SED students earning a 2.0 GPA in Fall, while 90% of non-SED students earned a 2.0 or above. The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 56% of EL students	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA, making a schoolwide approach to teacher professional development both appropriate and equitable. While all students benefit from inclusive and responsive instruction, professional development in restorative practices, and culturally relevant pedagogy is especially impactful for unduplicated student groups who often face systemic barriers to academic success. Offering these trainings schoolwide ensures that every classroom becomes a space where students' diverse identities are respected, reflected, and valued. Teachers gain tools to foster stronger relationships, reduce bias, implement restorative discipline, and deliver content in ways that are culturally responsive and engaging. These approaches improve school climate, reduce suspensions, and increase participation and achievement for students who may otherwise feel disconnected or underserved. Research confirms	DVC 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 academic progress and access to curriculum using student GPAs in Goal 1.

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
	earned a 2.0 or above GPA in Fall 2024, while 90% of non-EL students earned a 2.0. In Spring 2025, 50% of EL students earned a 2.0 or above GPA, while 88% of non-EL students earned a 2.0. On the 2024 CA Dashboard, 1.3% of All Students at Da Vinci Communications were suspended at least once, a decrease of 1.1% from the previous year for a Green color rating overall. When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 1.1% of SED students were suspended at least once, a decrease of 2.1% from the previous year for a Blue color rating. 0 of EL students were suspended at least once, the same as the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. Student survey responses on diversity and inclusion at DVC on the Fall 2024 student survey shows that SED students generally have slightly higher feelings of connectedness and school satisfaction than their peers, while EL students are even more positive. On the five questions on diversity and inclusion 76% of SED students responded positively (Agree or Strongly Agree), while only 75% of all students responded positively. Even more striking, 87% of EL students responded positively to the same questions.	that culturally responsive and restorative practices enhance student engagement, behavior, and academic outcomes (Ladson-Billings, 1995; Gay, 2018). By providing this professional development to all educators, DVC ensures a consistent and inclusive learning experience across the campus, while still prioritizing the specific needs of unduplicated students.	

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
	Teacher professional development in restorative practices and culturally relevant pedagogy is essential at Da Vinci Communications to foster a more inclusive and supportive learning environment, particularly for unduplicated students. These trainings equip educators with the tools to build stronger relationships, address conflict through restorative approaches, and create classroom experiences that reflect and honor students' cultural identities. For English Learners, foster youth, and socioeconomically disadvantaged students, such practices contribute to a greater sense of belonging, reduce exclusionary discipline practices, and improve engagement. Research supports that when educators implement restorative and culturally responsive strategies, student connectedness increases, suspensions decrease, and academic performance—such as GPA—improves (Gregory et al., 2016; Gay, 2018). Continued investment in this professional development is critical to advancing equity and ensuring every student has the opportunity to thrive. **Scope:** LEA-wide		
3.1	**Action:** Intervention and support classes in ELA **Need:** Based on the 2024 CA School Dashboard data, there is a clear and growing need for	As a single site charter school, all students at Da Vinci Communications are enrolled at the same school and LEA. Students who require additional English intervention have access to support and intervention courses integrated into their weekly schedules. Academic coaches and tutoring hours	DVC will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using

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
	targeted intervention and support classes in English Language Arts (ELA) for unduplicated students at Da Vinci Communications. Schoolwide, students scored 13.9 points above the standard in ELA, reflecting a decline of 13.1 points from the prior year and maintaining a Yellow dashboard rating. However, performance among unduplicated students has declined more significantly. Socioeconomically Disadvantaged (SED) students scored 9.5 points below the standard in 2024, overall drop of 21.8 points from the previous year, resulting in an Orange rating for this subgroup. English Learners (EL) scored 113.5 points below standard, though a color rating was not issued due to the subgroup's size being under 30 students. On the 2024 CA School Dashboard, 70% of Communications EL students made progress towards English Language Proficiency, an increase of 43.3%. No color rating for EL students was given because there were fewer than 30 students in the subgroup. These gaps are further supported by PSAT data, which show a decline in benchmark achievement. Only 48% of juniors met the benchmark on the PSAT Evidence-Based Reading and Writing (ERW) section in Fall 2024, a 16% drop from the previous year. Although 70% of EL students made progress toward English Language Proficiency in 2024, an encouraging improvement, ELA achievement for both SED and EL students remains a significant concern.	are maintained or increased as needed to bolster student success in ELA courses, with intentional review processes to prioritize unduplicated students for these intervention opportunities. Providing additional ELA intervention and support schoolwide is essential for addressing the foundational language and literacy skill gaps that disproportionately affect unduplicated students. Research shows that targeted ELA interventions significantly improve reading comprehension and academic achievement (Slavin et al., 2009). Regular, focused instruction helps these students build critical skills, strengthens their confidence, and supports their ability to meet grade-level standards. Through these efforts, Da Vinci Communications promotes educational equity by ensuring that unduplicated students receive the tailored support necessary for long-term academic and career success. Academic coaches also play a vital role by offering personalized academic guidance, socio-emotional support, and resource navigation, helping students overcome barriers to learning. Together, these schoolwide strategies provide comprehensive and effective support, driving measurable improvements in ELA outcomes and narrowing achievement gaps for unduplicated students.	disaggregated student CAASPP ELA scores in Goal 3.

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
	In response, DVC must prioritize intervention classes and support systems tailored to the literacy needs of unduplicated students. These supports, including evidence-based reading instruction, targeted skill-building, and personalized academic intervention, will help close achievement gaps and ensure equitable access to grade-level content. Without timely and strategic intervention, the academic disparities in ELA will likely continue to widen, limiting postsecondary readiness and long-term success for our most vulnerable student groups. **Scope:** LEA-wide		
3.2	**Action:** Software for diagnostic testing and instructional support in ELA **Need:** Based on the 2024 CA School Dashboard data, students scored 13.9 points above the standard in ELA, reflecting a decline of 13.1 points from the prior year and maintaining a Yellow dashboard rating. However, performance among unduplicated students has declined more significantly. Socioeconomically Disadvantaged (SED) students scored 9.5 points below the standard in 2024, overall drop of 21.8 points from the previous year, resulting in an Orange rating for this subgroup. English Learners (EL) scored	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils receive diagnostic assessments in ELA as soon as possible after enrollment to determine their current reading and English language proficiency levels. These diagnostic results guide scaffolding and differentiated instruction in the classroom, ensuring that high-need students receive tailored support. Teachers analyze data from standardized tests and mastery-based grading to implement targeted interventions and monitor student progress.	DVC 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.

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
	113.5 points below standard, though a color rating was not issued due to the subgroup's size being under 30 students. On the 2024 CA School Dashboard, 70% of Communications EL students made progress towards English Language Proficiency, an increase of 43.3%. No color rating for EL students was given because there were fewer than 30 students in the subgroup. Diagnostic testing and targeted instructional supports are crucial for addressing the achievement gaps in ELA observed among unduplicated students. Diagnostic assessments help identify individual learning needs, skill gaps, and specific areas requiring focused intervention. In response, evidence-based reading programs deliver structured instruction tailored to these identified needs, supporting students in strengthening their literacy skills. By combining precise diagnostics with personalized teaching strategies, instruction becomes more effective, leading to improved comprehension, fluency, and overall academic success. These approaches are essential for closing achievement gaps and promoting equitable educational outcomes for all students. **Scope:** LEA-wide	Research demonstrates that diagnostic testing combined with evidence-based reading programs significantly improves ELA outcomes for all students, particularly unduplicated students. According to the National Center for Education Statistics (NCES), schools that use diagnostic assessments effectively identify individual learning needs, enabling precise intervention. Furthermore, the Institute of Education Sciences (IES) highlights that reading programs aligned with diagnostic data enhance literacy skills, comprehension, and fluency. Together, these approaches provide personalized and effective support, driving measurable improvements in ELA CAASPP scores and narrowing achievement gaps for unduplicated students.	
3.4	**Action:** PSAT/SAT test and prep course fees	As a single-site charter school, all students at Da Vinci Communications are enrolled within the	DVC will continue to monitor disaggregated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: On the 2024 CA School Dashboard College and Career Indicator (CCI), 87.1% of Communications graduates were rated by the state as Prepared, an increase of 10% for a Blue dashboard rating. 85.5% of Communications SED graduates were rated as prepared on the College & Career indicator, an increase of 15%, for a Blue color status as well. DVC had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group. Recent PSAT results show a decline in the percentage of juniors meeting the Evidence-Based Reading and Writing benchmark, from 64% in 2023 to 48% in 2024, highlighting the need for increased access to test preparation resources. Covering PSAT and SAT test and preparation course fees is crucial for promoting college readiness among unduplicated students, who have historically been marginalized in accessing college and career opportunities due to systemic inequities. These students frequently encounter financial barriers that restrict their access to essential standardized test preparation resources. By removing financial obstacles to the PSAT and SAT prep, Da Vinci Communications ensures that students can fully engage in these important assessments and develop the skills needed to improve their scores. This investment not only helps boost test performance but also expands	same school and LEA. To support the success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses are offered during the school day, before or after school, and on school breaks or weekends. These courses are provided at no cost to unduplicated students. PSAT and SAT tests, along with prep courses, play a crucial role in increasing college access by improving students' standardized test performance, which is a key factor in college admissions and scholarship opportunities. Higher scores strengthen college applications, making students more competitive for selective colleges and universities. Prep courses offer targeted practice, test-taking strategies, and familiarity with exam formats, all of which contribute to significant score improvements. Moreover, strong PSAT scores can qualify students for National Merit Scholarships and other financial aid, helping to reduce the financial barriers of college. By providing these resources equitably, Da Vinci Communications helps level the playing field, ensuring that all students, especially those from disadvantaged backgrounds, have greater access to higher education opportunities.	College and Career Readiness data from Goal 5 and PSAT and SAT results in Goal 3.

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
	opportunities for college admission and scholarships. Providing these resources equitably supports students in overcoming achievement gaps and strengthens their readiness for post-secondary success. Research indicates that targeted test preparation significantly enhances student outcomes (Westrick et al., 2019). Therefore, funding these resources helps level the playing field and strengthens college readiness for unduplicated students. **Scope:** LEA-wide		
4.1	**Action:** Intervention and support seminar programs in mathematics **Need:** On the 2024 CA School Dashboard we are finding that an achievement gap is present for SED students in Math at Da Vinci Communications. Schoolwide, DVC students scored 74.4 points below standard in Math, a decline of 8.4 points from the year before, for an Orange overall dashboard rating. Our 74 Socioeconomically Disadvantaged (SED) students at DVC scored 96.5 points below standard in Math (as compared to 74.4 points below standard for All Students), a decline of 10.1 points from the year before for an Orange overall dashboard rating. English Learners (EL) scored 173.5 points below standard,	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. All students demonstrating a need for additional math support have access to intervention and support courses integrated into their weekly schedules. The school will continue to maintain, and increase as needed, academic coaching staff and instructional support hours to ensure timely, individualized assistance is available for all learners. While the intervention framework is offered schoolwide, unduplicated students are systematically identified and prioritized for additional services. These students may require more intensive academic support due to systemic barriers that impact their access to foundational numeracy and grade-level math instruction. By embedding targeted interventions within a comprehensive, schoolwide system, DVC ensures	DVC will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 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
	though a color rating was not issued due to the subgroup's size being under 30 students. Widening achievement gaps in CAASPP math scores for SED and EL students highlight the urgent need for improving targeted math intervention and support programs. These students often face compounding barriers, such as limited prior academic exposure, language acquisition challenges, and reduced access to out-of-school academic resources, that can hinder their progress in mathematics. High-impact math interventions address these disparities by identifying specific skill gaps and providing targeted, evidence-based instruction through small group or individualized support. In particular, EL students benefit from integrated language support that strengthens their ability to engage with math vocabulary and word problems, while SED students often require structured guidance and consistent scaffolding to build foundational numeracy skills. Beyond academic gains, these interventions cultivate a positive and supportive learning environment that improves students' confidence, perseverance, and engagement. By implementing comprehensive math supports tailored to the needs of unduplicated students, schools can accelerate progress, close achievement gaps, and promote equitable outcomes in math achievement. **Scope:**	that students most at risk of falling behind receive responsive, data-informed support. This structure promotes equity while benefiting all learners through a culture of high expectations, continuous progress monitoring, and differentiated instruction. Ultimately, this approach supports measurable improvement in math outcomes and helps close persistent achievement gaps for unduplicated students.	

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
	LEA-wide		
4.2	**Action:** Software for diagnostic testing and instructional support in mathematics **Need:** On the 2024 CA School Dashboard we are finding that an achievement gap is present for SED students in Math at Da Vinci Communications. Schoolwide, DVC students scored 74.4 points below standard in Math, a decline of 8.4 points from the year before, for an Orange overall dashboard rating. Our 74 Socioeconomically Disadvantaged (SED) students at DVC scored 96.5 points below standard in Math (as compared to 74.4 points below standard for All Students), a decline of 10.1 points from the year before for an Orange overall dashboard rating. English Learners (EL) scored 173.5 points below standard, though a color rating was not issued due to the subgroup's size being under 30 students. Diagnostic and formative math assessments are essential tools for addressing persistent achievement gaps in math CAASPP performance, particularly for unduplicated students such as English learners, socioeconomically disadvantaged students, foster youth, and recently reclassified English proficient students. These assessments provide timely, detailed insights into students' specific strengths and areas of need, enabling educators to deliver targeted, skill-based	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA, making a schoolwide approach to diagnostic and formative assessment both efficient and equitable. All students participate in internal math diagnostics, which provide actionable data to scaffold instruction and differentiate learning experiences across the curriculum. These assessments are embedded within the school's instructional calendar and are administered at no additional cost, ensuring consistent implementation and access for all learners. While these tools benefit all students, they are especially critical for unduplicated students, who are intentionally reviewed and prioritized for academic interventions based on assessment results. This proactive use of diagnostic data ensures that supports are targeted to students with the greatest need, helping to close achievement gaps before they widen. Research from the National Mathematics Advisory Panel and the Institute of Education Sciences confirms that diagnostic assessments paired with structured, evidence-based math supports lead to improved performance and greater long-term success. Implementing these strategies schoolwide ensures that every student receives instruction informed by their specific needs, while also enabling targeted support for those who have historically faced systemic barriers to academic achievement.	DVC will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 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
	interventions that align with each student's current level of understanding. By identifying gaps in foundational math concepts early, diagnostic testing allows for the development of personalized learning pathways that support academic growth and build students' confidence in numeracy. Formative assessments ensure continuous progress monitoring, allowing teachers to adapt instruction and provide immediate feedback that promotes mastery. Research supports the effectiveness of diagnostic assessments in improving student outcomes, especially when paired with evidence-based instructional strategies. When implemented consistently, these tools help ensure equitable access to rigorous math instruction and contribute to narrowing achievement gaps by meeting students where they are and accelerating their progress toward grade-level proficiency. **Scope:** LEA-wide		
4.3	**Action:** Multi-Tiered Student Supports **Need:** On the 2024 CA Dashboard, 1.3% of All Students at Da Vinci Communications were suspended at least once, a decrease of 1.1%	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. Under the MTSS framework, all students are monitored for academic and behavioral needs and provided with interventions at the appropriate tier of support. This system ensures every student has access to the help they need, while still allowing for targeted resources	DVC will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP Math scores in

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
	from the previous year for a Green color rating overall. When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 1.1% of SED students were suspended at least once, a decrease of 2.1% from the previous year for a Blue color rating. 0 of EL students were suspended at least once, the same as the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. On the 2024 CA School Dashboard we are finding that an achievement gap is present for SED students in Math at Da Vinci Communications. Schoolwide, DVC students scored 74.4 points below standard in Math, a decline of 8.4 points from the year before, for an Orange overall dashboard rating. Our 74 Socioeconomically Disadvantaged (SED) students at DVC scored 96.5 points below standard in Math (as compared to 74.4 points below standard for All Students), a decline of 10.1 points from the year before for an Orange overall dashboard rating. English Learners (EL) scored 173.5 points below standard, though a color rating was not issued due to the subgroup's size being under 30 students. Implementing a Multi-Tiered System of Supports (MTSS) remains essential for ensuring equitable academic and behavioral outcomes, particularly for unduplicated students at Da Vinci Communications. MTSS	and strategies for high-need groups. Da Vinci Schools' Data & Accountability staff support this process by coordinating the collection and analysis of academic and behavioral data, ensuring that interventions are data-informed and that unduplicated students are intentionally identified and prioritized for additional support. MTSS practices such as differentiated instruction, ongoing progress monitoring, and tiered interventions have been shown to improve achievement outcomes, particularly for historically underserved students. Research by Fuchs et al. (2010) affirms that these approaches are especially effective in math, where individualized, data-informed instruction can help close persistent achievement gaps. By applying MTSS schoolwide and integrating targeted interventions within that structure, DVC can ensure a cohesive, inclusive, and responsive support system that elevates outcomes for all students, while addressing the specific challenges faced by unduplicated student groups.	Goal 4, and suspension rates for all students as compared to unduplicated 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
	offers a comprehensive framework to address these mixed trends by providing early identification of academic and behavioral needs and delivering responsive, tiered supports. Through data-driven decision-making and consistent progress monitoring, educators can tailor interventions to meet the specific needs of each learner. For unduplicated students—particularly those struggling in math—this means timely, targeted support that addresses both foundational skills and confidence in the subject. Research shows that MTSS improves academic outcomes when implemented effectively (McIntosh & Goodman, 2016). By continuing to strengthen MTSS practices at DVC, the school can build on recent gains, ensure sustained behavioral success, and more directly address persistent academic disparities—especially in math—for unduplicated student groups. **Scope:** LEA-wide		
4.5	**Action:** PSAT/SAT test and prep course fees **Need:** On the 2024 CA School Dashboard College and Career Indicator (CCI), 87.1% of Communications graduates were rated by the state as Prepared, an increase of 10% for a	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. To ensure that all students have access to the tools needed for postsecondary success, SAT prep courses are made available during the school day, as well as during before- or after-school sessions, weekends, and school breaks. These courses are offered at no cost to	DVC will continue to monitor disaggregated College and Career Readiness data from 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
	Blue dashboard rating. 85.5% of Communications SED graduates were rated as prepared on the College & Career indicator, an increase of 15%, for a Blue color status as well. DVC had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group.

Eliminating the cost barrier for PSAT exams, as well as for SAT test preparation resources, is critical to advancing college readiness for unduplicated students, including low-income, English learner, and foster youth populations. These student groups often lack access to the financial and academic supports that can increase success on college entrance exams. Without targeted assistance, they may be underrepresented in college admissions processes or ineligible for merit-based scholarships that rely on standardized test scores.

By covering PSAT registration fees and providing access to high-quality SAT prep programs, Da Vinci Communications ensures that all students, regardless of socioeconomic status, have equitable opportunities to prepare for and succeed on these high-stakes assessments. Research by Westrick et al. (2019) confirms that structured test preparation leads to measurable gains in SAT performance, which can improve college admissions outcomes and scholarship eligibility. Offering these supports is an essential step toward closing opportunity gaps | unduplicated students, including low-income pupils, English learners, foster youth, and redesignated fluent English proficient students, who are prioritized for support.

Providing universal access to PSAT testing and SAT preparation ensures that every student has the opportunity to strengthen their college application and qualify for scholarships. These supports are especially critical for unduplicated students, who may otherwise face financial or informational barriers to participating in these opportunities. Research consistently shows that access to test prep improves performance, enhances college admissions prospects, and increases eligibility for merit-based aid. By embedding this support into the schoolwide system, DVC removes barriers and ensures more equitable access to college and career pathways for all students. | |

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
	and promoting postsecondary success for historically underserved students. **Scope:** LEA-wide		
5.1	**Action:** Credit Recovery & Summer School **Need:** On the 2024 CA School Dashboard, DVC had a 4-year cohort graduation rate of 94.7%, a decline of 1.4% points from the year before, for a Yellow overall dashboard rating. Socioeconomically Disadvantaged (SED) students had a slightly higher rate than their peers with 95.2% of SED students graduating in 4 years, a 2.5% decline from the previous year, but a Blue color rating. DVC only had only five EL graduates in 2024, which is not enough students to have graduation rates reported on the CA Dashboard for this year to protect student privacy. The 4-year cohort dropout rate for the class of 2024 was 0% (0 students), with no EL or SED dropouts for the cohort. On the 2024 CA School Dashboard College and Career Indicator (CCI), 87.1% of Communications graduates were rated by the state as Prepared, an increase of 10% for a Blue dashboard rating. 85.5% of Communications SED graduates were rated as prepared on the College & Career indicator,	As a single site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. DVC will continue to offer credit recovery and summer school offerings during the school year, including sections with teacher stipends to reduce class sizes and provide differentiated support where it is most needed. While these programs are available to all students, low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and prioritized for participation to ensure equitable access to these critical opportunities. Providing credit recovery and summer school on a schoolwide basis ensures that all students have access to the support they need to earn necessary credits, stay on track for graduation, and improve college and career readiness. These programs address academic gaps by offering flexible learning options tailored to individual needs, which is especially important for unduplicated students who face additional barriers to success. Research shows that credit recovery and summer school interventions can substantially reduce dropout rates and boost academic achievement, ultimately supporting higher graduation rates and better postsecondary outcomes for all students (Balfanz, Bridgeland, Fox, & Moore, 2010).	DVC will continue to monitor disaggregated graduation and dropout rates, as well as the College and Career Ready Indicator for unduplicated student groups 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
	an increase of 15%, for a Blue color status as well. DVC had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group. Credit recovery and summer school courses offer essential opportunities for unduplicated students to earn credits, retake courses they have not passed, and catch up on academic requirements. These programs are especially important for student groups who historically encounter greater barriers to academic success. By providing additional support and flexible learning options, credit recovery and summer school help ensure these students stay on track for graduation, maintain steady progress toward their educational goals, and achieve equitable outcomes alongside their peers. **Scope:** LEA-wide		
5.4	**Action:** College & Career Readiness Counselor **Need:** On the 2024 CA School Dashboard College and Career Indicator (CCI), 87.1% of Communications graduates were rated by the state as Prepared, an increase of 10% for a Blue dashboard rating. 85.5% of Communications SED graduates were rated as prepared on the College & Career indicator, an increase of 15%, for a Blue color status as	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. Senior students are supported by a dedicated College & Career Counselor who guides them through the college application, financial aid, and scholarship application processes, with priority given to unduplicated students. Providing individualized support in college, financial aid, and scholarship applications has been shown to significantly improve outcomes for	DVC will continue to monitor disaggregated College and Career Readiness data from 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
	well. DVC had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group. Unduplicated students have historically encountered significant barriers to college and career readiness due to systemic inequities, often lacking access to essential resources, guidance, and support networks that ease their transition to higher education and the workforce. At Da Vinci Communications, the college and career readiness counselor is vital in closing this gap by offering personalized guidance tailored to each student's unique needs. This counselor connects students with preparatory resources, assists with college applications, financial aid, and career planning, and advocates on their behalf. Through these targeted supports, the counselor ensures that unduplicated students receive equitable opportunities to successfully pursue postsecondary education and build sustainable career pathways. **Scope:** LEA-wide	unduplicated students. Research by Hoxby and Turner (2013) demonstrates that personalized assistance increases college enrollment rates among underserved students. Additionally, Dynarski and Scott-Clayton (2006) found that targeted support in scholarship applications enhances access to financial resources, helping reduce economic barriers to higher education. These findings emphasize the critical role of tailored counseling in empowering unduplicated students to access and succeed in postsecondary education.	

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
3.5	**Action:** EL Coordinator **Need:** English Learners (EL) scored 113.5 points below standard in ELA on the 2024 CA School Dashboard, though a color rating was not issued due to the subgroup's size being under 30 students. On the 2024 CA School Dashboard, 70% of Communications EL students made progress towards English Language Proficiency, an increase of 43.3%. No color rating for EL students was given because there were fewer than 30 students in the subgroup. English Learners encounter distinct challenges in accessing academic content and attaining English proficiency. Language barriers often hinder their understanding of complex vocabulary and subtle language structures, making it difficult to follow instructions, engage in class discussions, and complete assignments. These obstacles can contribute to lower achievement in ELA and widen the achievement gap between EL students and their peers. Effectively supporting English Learners requires targeted interventions, bilingual resources, and culturally responsive teaching strategies tailored to their unique needs.	Da Vinci Communications will provide a teacher stipend for an EL coordinator responsible for monitoring testing, supporting interventions, and sharing updates on EL student progress at Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings. This targeted role directly addresses the unique needs of English Learners by supporting language development alongside academic content, helping students build English proficiency while mastering grade-level skills across subjects. Key supports include differentiated instruction, vocabulary building, and reading comprehension strategies that offer essential scaffolding to enhance understanding and engagement. The EL coordinator oversees these efforts by ensuring instructional practices are tailored to EL students' needs, providing professional development for teachers, and fostering a supportive learning environment. Together, these actions contribute to improved ELA achievement and help close achievement gaps for EL students at Da Vinci Communications.	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.

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

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

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	76:1	
Staff-to-student ratio of certificated staff providing direct services to students	15:1	

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	$6,554,631.00	$655,463.00	10.000%	0.000%	10.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$1,351,723.00	$618,015.00	$55,000.00	$118,868.00	$2,143,606.00

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
1	1.1	Course Materials & Supplies for Project-Based Learning Activities	All	No			All Schools	Entire School Year	$0.00	$23,300.00	
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	Entire School Year	$0.00	$5,000.00	$5,
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	$0.00	$26,625.00	
1	1.4	Teacher preparation time	All	No			All Schools	Entire School Year			
1	1.5	Academic coaching support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$23,223.00	$0.00	
1	1.6	Training for academic coach / paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$1,400.00	$809.00	$1,
2	2.1	Parent/guardian engagement & communications	All	No			All Schools	Entire School Year	$19,976.00	$9,963.00	$21

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
2	2.4	Counseling staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$233,979.00	$0.00	$233
2	2.5	Administrative Staffing-Assistant Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$181,032.00	$0.00	$18
2	2.6	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$5,704.00	$5,
3	3.1	Intervention and support classes in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$43,829.00	$9,000.00	$10
3	3.2	Software for diagnostic testing and instructional support in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$8,300.00	$3,141.00	$8,
3	3.3	Curriculum Development	All	No			All Schools	ENTIRE SCHOOL YEAR			
3	3.4	PSAT/SAT test and prep course fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$0.00	$6,250.00	
3	3.5	EL Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	$10,000.00	$0.00	$10
4	4.1	Intervention and support seminar programs in mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ENTIRE SCHOOL YEAR	$15,000.00	$12,000.00	$10

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
						Low Income					
4	4.4	Curriculum for instructional support in math	All	No			All Schools	ENTIRE SCHOOL YEAR			
4	4.5	PSAT/SAT test and prep course fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$0.00	$15,250.00	
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	$32,875.00	$33,824.00	$32
5	5.2	College courses & dual enrollment	All	No			All Schools	ENTIRE SCHOOL YEAR	$2,875.00	$0.00	
5	5.3	Career exploration/ CTE program, staffing, & credentialing costs	All	No			All Schools	ENTIRE SCHOOL YEAR	$640,000.00	$100,000.00	$440
5	5.4	College & Career Readiness Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$238,640.00	$0.00	$164
5	5.5	Partnerships with CTSOs & leadership development programs	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$17,000.00	
5	5.6	College & Career Field Trip Opportunities	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$15,000.00	

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
$6,554,631.00	$655,463.00	10.000%	0.000%	10.000%	$885,056.00	0.000%	13.503 %	**Total:**	$885,056.00
								LEA-wide Total:	$875,056.00
								Limited Total:	$10,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Teacher professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Training for academic coach / paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,400.00	
2	2.2	Advisory curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500.00	
2	2.3	Extra-curricular activities including freshman Overnighter and overnighter leader training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,000.00	
2	2.4	Counseling staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$233,979.00	

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 (%)
2	2.5	Administrative Staffing-Assistant Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$181,032.00	
2	2.6	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.1	Intervention and support classes in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,300.00	
3	3.4	PSAT/SAT test and prep course fees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
4	4.1	Intervention and support seminar programs in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
4	4.2	Software for diagnostic testing and instructional support in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,300.00	
4	4.3	Multi-Tiered Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	PSAT/SAT test and prep course fees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.1	Credit Recovery & Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,875.00	
5	5.4	College & Career Readiness Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$164,670.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,941,232.00	$2,200,511.33

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 & Supplies for Project-Based Learning Activities	No	$18,700.00	$24,607.18
1	1.2	Teacher recruitment and credentialing support	No	$2,500.00	$12,500.00
1	1.3	Teacher professional development	Yes	$21,250.00	$27,750.00
1	1.4	Teacher preparation time	No		
1	1.5	Academic coaching support	Yes	$23,000.00	$27,509.45
1	1.6	Training for academic coach / paraeducators	Yes	$2,000.00	$2,209.00
2	2.1	Parent/guardian engagement & communications	No	$18,233.00	$17,920.00
2	2.2	Advisory curriculum	Yes	$16,500.00	$14,949.50
2	2.3	Extra-curricular activities including freshman Overnighter and overnighter leader training	Yes	$326,874.00	$392,809.10
2	2.4	Counseling staffing	Yes	$217,000.00	$223,524.40
2	2.5	Administrative Staffing-Assistant Principal	Yes	$157,000.00	$152,337.82

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Professional Development	Yes	$3,500.00	$3,970.00
3	3.1	Intervention and support classes in ELA	Yes	$34,000.00	$33,410.00
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	$11,000.00	$11,505.40
3	3.3	Curriculum for instructional support in ELA	No		
3	3.4	PSAT/SAT test and prep course fees	Yes	$10,950.00	$10,706.68
3	3.5	EL Coordinator	Yes	$10,000.00	$10,000.00
4	4.1	Intervention and support seminar programs in mathematics	Yes	$55,400.00	$54,396.30
4	4.2	Software for diagnostic testing and instructional support in mathematics	Yes	$11,000.00	$11,505.40
4	4.3	Multi-Tiered Student Supports	Yes		
4	4.4	Curriculum for instructional support in math	No		
4	4.5	PSAT/SAT test and prep course fees	Yes	$10,950.00	$10,706.68
5	5.1	Credit Recovery & Summer School	Yes	$35,500.00	$35,995.00
5	5.2	College courses & dual enrollment	No	$2,875.00	$2,875.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Career exploration/ CTE program, staffing, & credentialing costs	No	$710,000.00	$851,054.60
5	5.4	College & Career Readiness Counselor	Yes	$218,000.00	$228,156.50
5	5.5	Partnerships with CTSOs & leadership development programs	No	$14,000.00	$15,592.76
5	5.6	College & Career Field Trip Opportunities	No	$11,000.00	$24,520.56

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)
$641,362.00	$670,874.00	$715,173.84	($44,299.84)	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			0.00%	0.00%
1	1.5	Academic coaching support	Yes			0.00%	0.00%
1	1.6	Training for academic coach / paraeducators	Yes			0.00%	0.00%
2	2.2	Advisory curriculum	Yes	$11,500.00	$11,949.50	0.00%	0.00%
2	2.3	Extra-curricular activities including freshman Overnighter and overnighter leader training	Yes	$184,874.00	$210,203.10	0.00%	0.00%
2	2.4	Counseling staffing	Yes	$157,000.00	$163,524.40	0.00%	0.00%
2	2.5	Administrative Staffing-Assistant Principal	Yes	$157,000.00	$152,337.82	0.00%	0.00%
2	2.6	Professional Development	Yes			0.00%	0.00%
3	3.1	Intervention and support classes in ELA	Yes			0.00%	0.00%
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	$7,500.00	$7,974.82	0.00%	0.00%
3	3.4	PSAT/SAT test and prep course fees	Yes			0.00%	0.00%
3	3.5	EL Coordinator	Yes	$10,000.00	$10,000.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	Intervention and support seminar programs in mathematics	Yes	$39,000.00	$51,286.30	0.00%	0.00%
4	4.2	Software for diagnostic testing and instructional support in mathematics	Yes	$7,500.00	$7,974.82	0.00%	0.00%
4	4.3	Multi-Tiered Student Supports	Yes			0.00%	0.00%
4	4.5	PSAT/SAT test and prep course fees	Yes			0.00%	0.00%
5	5.1	Credit Recovery & Summer School	Yes	$10,000.00	$10,000.00	0.00%	0.00%
5	5.4	College & Career Readiness Counselor	Yes	$86,500.00	$89,923.08	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)
$6,438,082.00	$641,362.00	0.000%	9.962%	$715,173.84	0.000%	11.108%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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.
    o 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).

                o 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.

    o 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](#);

  o **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.

    o 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.

  o 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,

  o 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:

  o 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.

  o 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:

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

  o 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.

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

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

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

- o 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.

  - o 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.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

  - o 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.

  - o 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.

  - o 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.

  - o **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:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o 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:

  o 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.

  o 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.

  o 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).

o 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.

o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *[EC Section 32526(c)(2)](#)*.

o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  ▪ Identify the action as an LREBG action;

  ▪ Include an explanation of how research supports the selected action;

  ▪ Identify the metric(s) being used to monitor the impact of the action; and

  ▪ Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    o 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.

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

    o 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:

  o **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.

  o **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.

  o **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**

- o 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)**

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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)**

- o 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)**

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

California Department of Education
November 2024