



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Design

CDS Code: 19768690119636

School Year: 2025-26

LEA contact information:

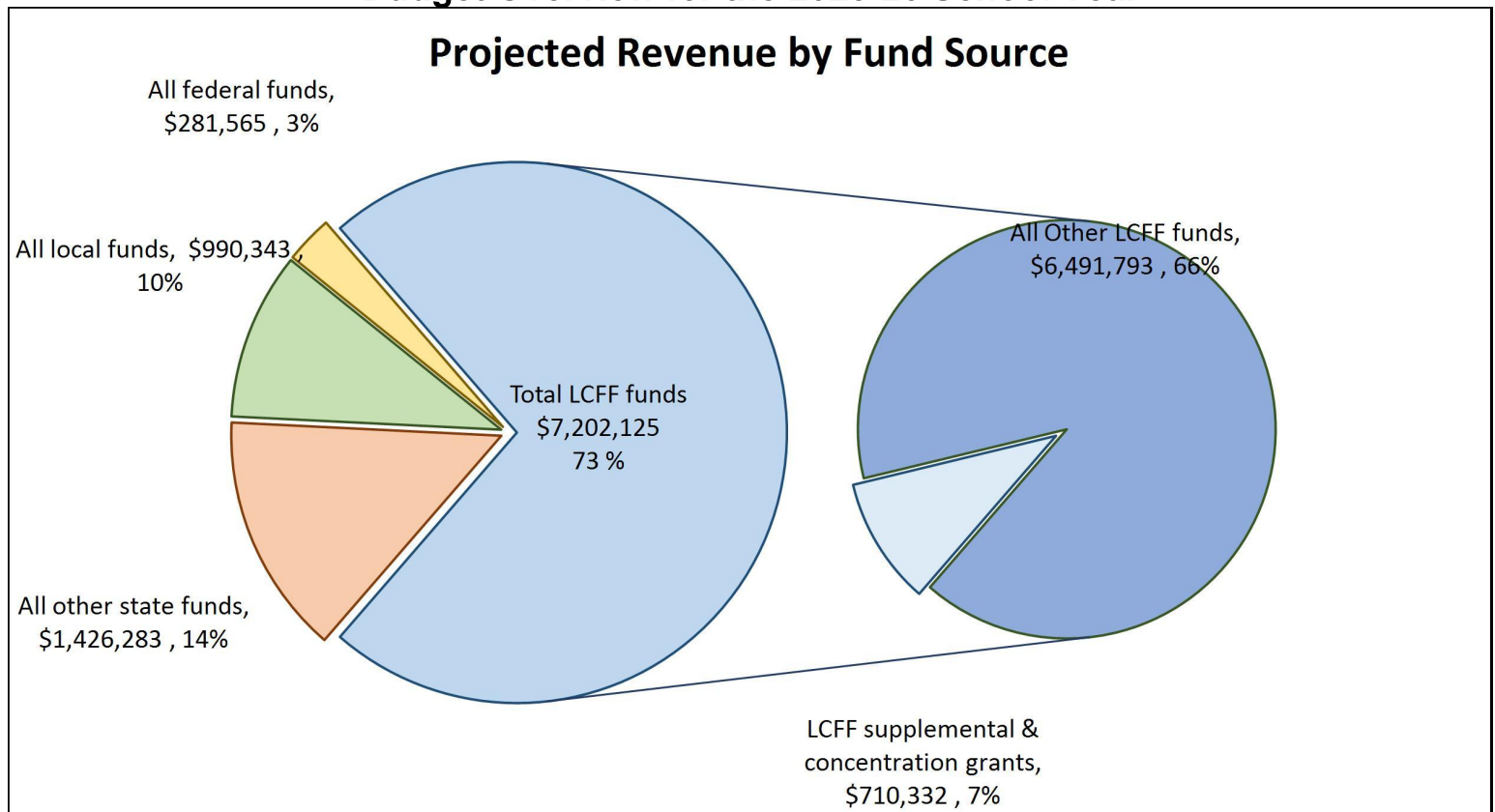
Russell Stoll

Principal

310-725-5800

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

Budget Overview for the 2025-26 School Year

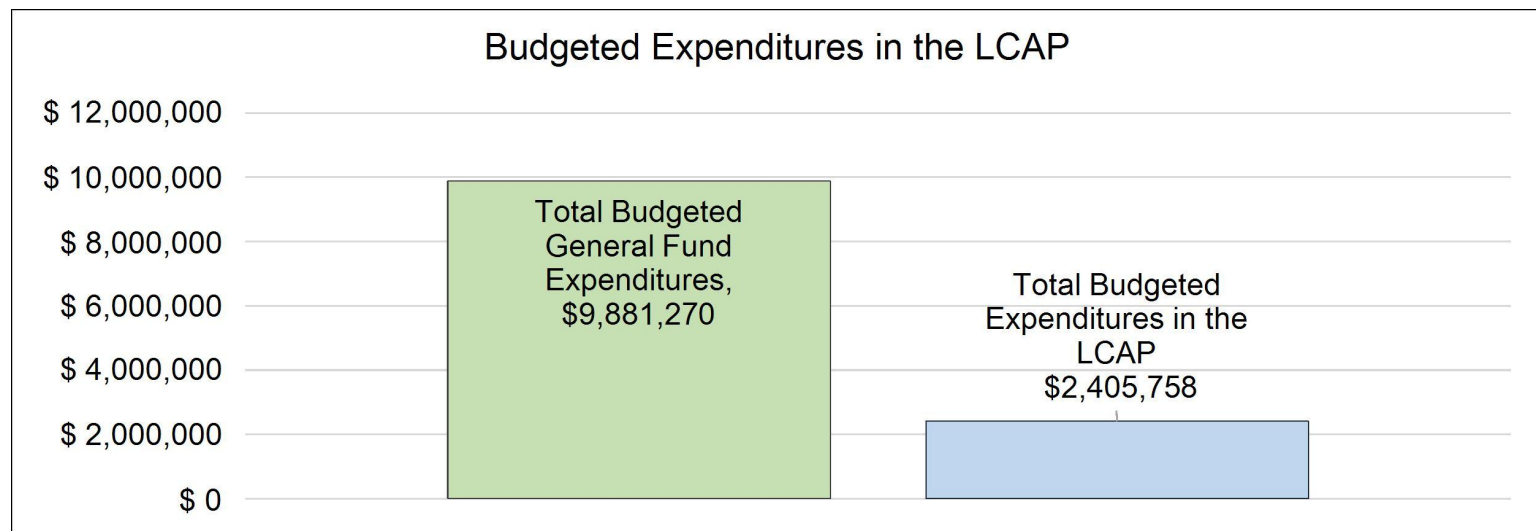


This chart shows the total general purpose revenue Da Vinci Design expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Design is \$9,900,316, of which \$7,202,125 is Local Control Funding Formula (LCFF), \$1,426,283 is other state funds, \$990,343 is local funds, and \$281,565 is federal funds. Of the \$7,202,125 in LCFF Funds, \$710,332 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Da Vinci Design 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 Design plans to spend \$9,881,270 for the 2025-26 school year. Of that amount, \$2,405,758 is tied to actions/services in the LCAP and \$7,475,512 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

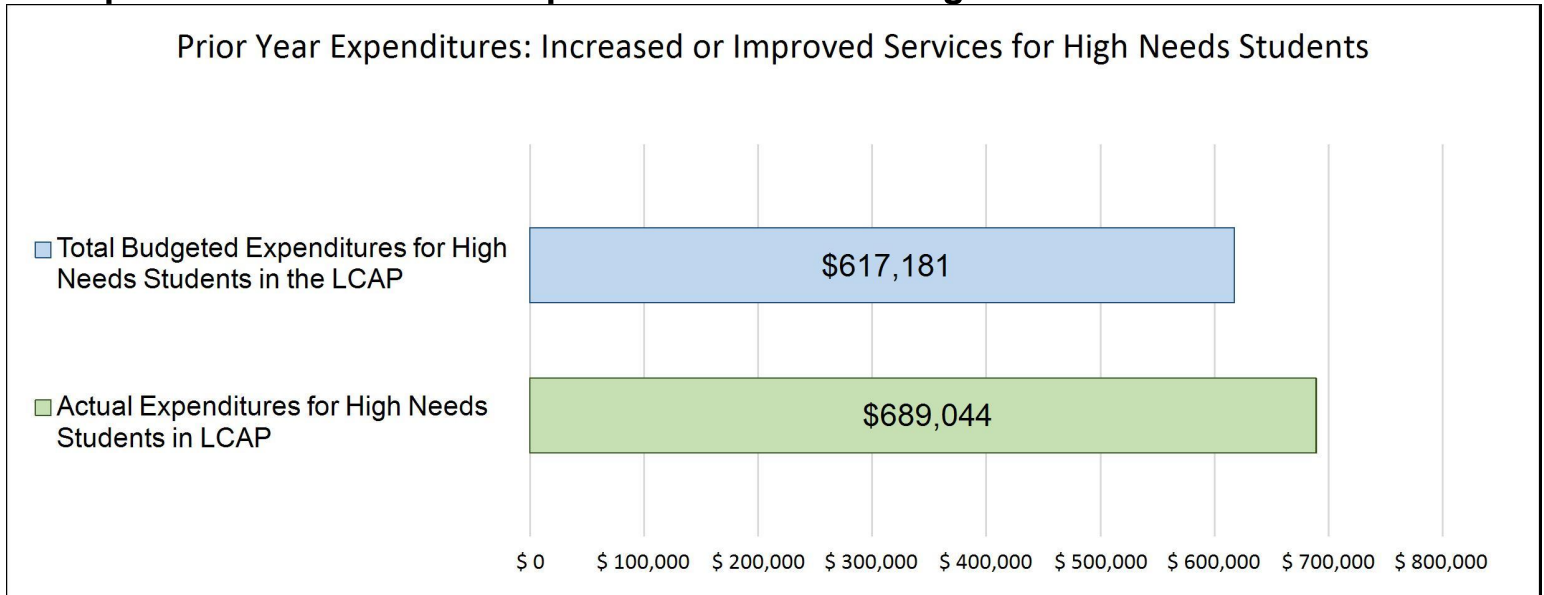
Operational Expenses including but not limited to CMO & Financial Service Provider Fees, plus IT, District Oversight, Communications, Legal, Payroll, Insurance, Depreciation, Meal Program & Custodial Expenses are not included in the LCAP.

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

In 2025-26, Da Vinci Design is projecting it will receive \$710,332 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Design must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Design plans to spend \$788,445 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Da Vinci Design's LCAP budgeted \$617,181. for planned actions to increase or improve services for high needs students. Da Vinci Design actually spent \$689,044 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 Design	Russell Stoll Principal	rstoll@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 Design is a public charter high school located in Los Angeles, California, and is part of the Da Vinci Schools network established in 2009. Da Vinci Design, along with three other Da Vinci Schools programs, are authorized by the Wiseburn Unified School District (WUSD). Currently, Da Vinci Design serves 533 students, aiming for an enrollment of approximately 535 students each year. The Da Vinci Design campus is co-located (with Da Vinci Communications and Da Vinci Science) at the 201 N. Douglas Street campus in the Wiseburn Unified School District which straddles Hawthorne and El Segundo; however, Da Vinci Schools serve students from 122 zip codes across L.A. County.

Da Vinci Design subscribes to the community school model and offers a real world, project-based curriculum with a design focus. All Da Vinci students take University of California (UC)/California State University (CSU) approved college-prep courses. Signature practices like Project Based Learning, Mastery Based Grading, and Universal Design for Learning personalize the student experience while providing a four-year education that is both broad in exposure and rich in content. These core practices, developing in partnership with local industry leaders and institutions, prepare students to be college-ready and career-ready. These industry experts help students master the real-world knowledge and skills beyond what appears in the Common Core education standards. Da Vinci Design was founded as a member of the Coalition of Essential Schools, is a member of Schools That Can, and is a certified charter school of the California Charter Schools Association. In addition to receiving Title 1 funding, Da Vinci Design is a member of several foundation portfolios including: Charter School Growth Fund, Silicon Valley Schools, NewSchools, Strong Workforce Program, Golden State Pathways, and the Schwab Foundation.

Students enrolled in Da Vinci Design are preparing for college and 21st century careers in architecture, product design, experiential design and other jobs that call for skills in art, design, entrepreneurship, science and technology. Student Learner Outcomes include Da Vinci Design's Essential Skills and Knowledge for each course as well as Da Vinci Design's Habits of Mind: Accountability, Quality and Collaboration.

Da Vinci Design engages students in a rigorous and relevant college preparatory curriculum that uses a hands-on, project-based approach to give lessons real world context and meaning. Students learn not only academic content but also vital 21st century skills – including creativity, innovation, collaboration, problem solving and communication – to become the next generation of artists, designers, thinkers and business leaders. Da Vinci Design is a learning community that challenges and empowers students to be empathetic, collaborative, and critical thinkers.

In March 2024, Da Vinci Design was given a CDE Charter School Performance Category Data List designation of “Medium” which comes with a recommended five-year charter renewal term. In May 2024, Da Vinci Design was recognized by California Charter School Association as 1 in 10 “excellent charter schools in California whose focus on college and career preparation has achieved incredible results for students” in their annual CCSA Portrait of the Movement report. Da Vinci Design is applied for charter renewal and received a full 5-year renewal status (through 2031) from WUSD in November 2024. Da Vinci Design was last accredited by the Western Association of Schools and Colleges (WASC) in February 2025, receiving a six year accreditation with a mid-cycle report.

In the 2024-2025 school year, Da Vinci Design is conducting two collaborative research projects with school partners. One research project is in partnership with University of California, Los Angeles (UCLA) about how schools inform students' social and academic development. The other research project is in partnership with America Succeeds, a non-profit educational advocacy group, which selected Da Vinci Design as a partner school in its efforts to understand how educational institutions teach students “durable skills”.

Da Vinci Design Pride Statement: Da Vinci Design is a safe, caring and highly engaged learning community who celebrates diversity, creativity, leadership and opportunities for all students to achieve their future goals.

Reflections: Annual Performance

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

The LEA is most proud of its Career Technical Education (CTE) Pathway development implementation, significant growth in average daily attendance, and college and career readiness rates. The career pathway classes are accessible to all subgroups at each grade level. Students take more general classes for exposure in each pathway in 9th and 10th grade and then choose a pathway where they will take focused classes in either Architecture, Graphic Design, Entrepreneurship or Fine Arts for their 11th and 12th grade years. Students are eligible to earn credit at our local community college for multiple pathway classes, which is a huge advantage for all, but especially our low-income students for whom cost is often the largest obstacle to postsecondary education.

Da Vinci Design saw significant growth in average daily attendance (ADA) in the 2024-2025 school year, showing increased engagement and academic access for the student body. Final ADA reporting for 2024-2025 shows overall ADA of ~95.0%, compared to ~92.7% overall

ADA in the previous year (2023-2024). This is attributed to many factors, including: a new and streamlined organization-wide Short Term Independent Study process, individual meetings with parents and administration over summer, Tier 1 efforts led by the Intervention Specialist and administrative team, and Tier 2 efforts led by the MTSS Committee.

College & Career Readiness rates are exceptional at Da Vinci Design. 82% of DVD students were rated as prepared on the College & Career indicator, including 82% SED students (a ~4% increase from the previous year). The Class of 2024 had a CTE pathway completion rate of 80%, a cohort graduation rate of 99%, and A-G eligibility of ~93%.

Da Vinci Design's areas of focus for 2025-26 also coincide with goals identified through the WASC self-study process. These areas of focus include maintaining strong A-G rates for all students, increasing math achievement for all student subgroups, ELA growth for target subgroups (especially students designated as ELL and students with IEPs. The school will take action steps in the coming years to address these areas including curriculum articulation across subject areas, developing support systems specific to a growing ELL population, and using data-informed and vertically aligned teaching practices.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	At Da Vinci Design, 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 schoolwide expectations for students to participate positively in the school environment are to be respectful, be responsible and be mindful. Our school community honors diversity, fosters inclusivity and a sense of belonging for all. This embodied by a culture of student empowerment and student leadership groups, a wide array of student-run clubs, and a Student Principal Advisory Council that meets quarterly. The implementation of our Parent Advisory Committee ensures that all voices are heard. Our curriculum includes project-based learning instruction and advisory classes for high school students, promoting active participation and personalized guidance throughout their educational journey. Students are also involved in the hiring process for most positions within the school.
Parents/Guardians/Families	At Da Vinci Design, we engage parents and guardians as educational partners through consistent communication via weekly blog updates and schoolwide message blasts. Parents are invited to on-campus events to share in the student-learning experience including Student Led Conferences and Exhibitions. We host back-to-school nights and new family orientation meetings to foster connections with families. Monthly Informational meetings called "Coffee with Admin" help families understand the school and have regular touchpoints with the administrative team. Instructional materials are easily accessible through Canvas. Our open-door policy ensures administrators are

Educational Partner(s)	Process for Engagement
	readily available, while parent workshops and counseling workshops provide valuable education opportunities. Strategic staffing, including a Family Engagement Coordinator, supports parents keeps parents informed of key resources and events. Additionally, the Parent Advisory Committee ensure that parental voices are integral to our school's success.
Staff	At Da Vinci Design we engage staff as educational partners by providing 20 days of professional development each year and actively seeking their input on key decisions that affect the school. Our Cohesion Team is a representative body of certificated and classified staff that meetings biweekly with the Principal to engage in deeper conversation and provide feedback on key school programs. Our 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.
Administrative Team	At Da Vinci Design, the administrative team is made up of the principal, assistant principal, and dean of student success and culture. The team meets twice weekly to formally discuss school programs outlined in the LCAP, and other major school programs and logistics. The administrative team shares an office and are in constant communication about the needs of the school. Additionally, the administrative team maintains weekly meetings with the Front Office admin team to ensure that school programs are being run efficiently and effectively in serving the needs of students and families. The administrative team maintains weekly meetings with the counseling team to ensure that programs and practices are working properly in support of students' academic and socioemotional needs.
Professional Partners	At Da Vinci Design, we engage professional partners to support students through internships and provide valuable advice about life after high school. These industry professionals assist in project design and the development of real-world learning curricula, enriching our career technical education pathway offerings. They also participate in community-building events, fostering strong connections between students and the professional world, and ensuring that our

Educational Partner(s)	Process for Engagement
	educational programs are relevant and impactful. The Design Advisory Board is made up of industry professionals in the Design field who have a strong understanding of Da Vinci Design programs and provide feedback directly to CTE teachers to ensure authenticity in CTE Design curriculum practices.

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

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

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

achievement in ELA and Math. Additional key feedback regarding Goal 5 came from parent advisory committee where analysis was shared regarding the success of CTE completion and dual enrollment efforts and the importance of integrated college and career readiness strategies.

During the 23-24 school year, Da Vinci Design held regular stakeholder meetings with education partners to review data and receive feedback in the development of the LCAP. A Parent Advisory Committee (PAC) made up of parents, students, staff and administrators met monthly to review metrics and actions related to the LCAP. Other educational partnership groups including the Cohesion Team, MTSS Committee, Practice Area Leaders and others also met regularly to provide key feedback on the effectiveness of specific actions as well as helped define the challenges or successes in the implementation of actions. For example, feedback related to Goal 1 highlighted that integrated support during flex block time was valuable to students, and this also gave time to teachers to partner and collaborate with parents. Feedback related to Goal 2 showed that the incorporation of a Dean of Student Success and Culture to the administrative team lead the school in making positive changes for the experience of students and had an overall positive impact on school culture. Feedback related to Goals 3 and 4 highlight that the broad spectrum of tutoring services offered at DVD, the support from the of the Intervention Specialist, increased presence from academic coaches and teachers, and the efforts of a new student-led Writing Center have all impacted student achievement positively. Feedback from Goal 5 noted that students are exposed to and experience career pathways, including through CTE related field trips, and reflected that students feel ready for college through having experiences on college campuses and that DVD students have college-level skills.

During the 24-25 school year, Da Vinci Design continued to adapt its LCAP actions through ongoing feedback from educational partners, including staff, parents, and student representatives. This year, the process of engaging educational partners in the WASC self-study was a particularly rigorous and in-depth, providing the school with deep analysis and clear action steps to meet the needs of all students in alignment with the expected learner outcomes. This process involved regular meetings, surveys, and data analysis which informed decisions to enhance intervention efforts in ELA and Math, increase off-campus learning opportunities, and support a positive school culture. Stakeholders praised initiatives such as the Writing Center, tutoring services, and flex block time, which bolstered student achievement and engagement. Feedback also highlighted the value of integrated college and career readiness programs, ensuring that students are well-prepared for postsecondary opportunities through experiences like dual enrollment, CTE pathways, and college field trips. These collective efforts reflect a commitment to refining programs that foster academic growth, equity, and real-world readiness for all students.

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric #	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), DVD employed 25.9 Teaching FTE (Full	In the 2022-23 school year (most recent TAMO data available), DVD employed 27.1		100% of teachers are properly assigned.	Declined by 5.32%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card (SARC)	Time Equivalencies). 85.95% were classified as Clear, and 3.77% required no authorization (N/A), for a total of 89.72% of teachers assigned appropriately. .96% of teachers were classified as Out of Field, and 9.28% were classified as misassignments, or "ineffective" under ESSA.	Teaching FTE (Full Time Equivalencies). 79.39% were classified as Clear, and 5.01% required no authorization (N/A), for a total of 84.4% of teachers assigned appropriately. 1.47% of teachers were classified as Out of Field, and 14.09% were classified as misassignments, or "ineffective" under ESSA.			
1.3	Teacher reflections and evaluations	100% of teachers are currently participating in a reflective evaluation process in 2023-24.	100% of teachers are currently 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, 80% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 76% positively to questions on the	On the 2024-25 annual staff survey, 80% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 84% positively to		Staff will continue to provide at least 90% positive feedback on professional learning opportunities at DVD.	Maintained at 80% for Professional Learning Process & Practices. Increase of 8% for Professional Learning Environment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional Learning Environment.	questions on the Professional Learning Environment.			
1.5	Success in academic curriculum	In 2023-24, 94% of students achieved a 2.0 or above unweighted GPA in Fall 2023, and 92% of students earned a 2.0 or above in Spring 2024.	In 2024-25, 95% of students achieved a 2.0 or above unweighted GPA in Fall 2024, and 93% of students earned a 2.0 or above in Spring 2025.		85% of students will remain above a 2.0 unweighted GPA each semester.	Maintained above 85%.
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 2024 had academic supports in place before Spring 2023.		100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.	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) will have plans in place and communicated to teachers within 30 days of enrollment	Maintained at 100%.
1.8	Annual facilities inspection and student safety survey results will	The school is clean and well maintained per January 2024 facilities	The school is clean and well maintained per		Overall annual facilities inspection rating will remain	Maintained at Exemplary.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	find that the school is safe, clean, and well maintained.	inspection overall rating of 'Exemplary.'	January 2025 facilities inspection overall rating of 'Exemplary.'		Good or Exemplary.	
1.9	School Safety: student survey results	DVD had 80% positive student ratings on the Fall 2023 survey question 'Do you feel safe at school?'	DVD had 89% positive student ratings on the Fall 2024 survey question 'Do you feel safe at school?'		At least 95% of students will report feeling safe at school.	Increase by 9%.

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.

Da Vinci Design successfully implemented the core actions planned under Goal 1, ensuring that all students had equitable access to academic materials, credentialed teachers, and safe and well-maintained facilities. Instructional materials were provided in both digital and print formats as needed, and 100% of students had access to these materials, as reported in the annual Student Accountability Report Card (SARC).

Instruction continued to be delivered by appropriately credentialed teachers, although there was a slight decline in the percentage of teachers categorized as properly assigned based on the CDE Teacher Assignment Monitoring Outcomes (TAMO). This reflects both statewide credentialing challenges and increased demand in certain subject areas. In response, leadership has proactively sought to support credentialing pathways for newer staff and is collaborating closely with Human Resources to address assignment gaps.

Professional learning remained a key focus, with 100% of staff participating in reflective evaluation processes and professional development. Staff feedback regarding the professional learning environment increased by 8%, reflecting improvements made in collaborative structures, time allocation for team learning, and access to external learning opportunities.

Facilities inspections maintained an 'Exemplary' rating, and student safety survey data improved by 9%, indicating that the school climate remains supportive and physically safe for students. GPA data showed that 95% of students earned above a 2.0 GPA in Fall 2024, demonstrating continued academic progress. All students identified for intervention in Fall had supports in place by Spring, and all students with IEPs or 504s had plans communicated to teachers within 30 days of enrollment.

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 the budgeted expenditures and estimated actuals for this goal. Funds were effectively allocated and utilized to maintain staffing, procure materials, and support professional development and facilities maintenance. Slight variations in expenditures were due to increased costs in teacher recruitment and retention efforts, particularly in addressing teacher misassignments. These increases were offset by savings in other operational areas, such as lower-than-expected facilities maintenance costs due to proactive upkeep.

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

The specific actions under Goal 1 have been largely effective in maintaining equitable access to instructional materials, sustaining teacher participation in professional development, and providing timely academic supports. Instructional material access was consistently upheld at 100%, and teacher participation in reflective evaluation remained universal. Academic coaching and intervention systems contributed to consistently high GPA rates and full support for students in need. Staff satisfaction with the professional learning environment improved, though perceptions of the learning process remained flat, suggesting room for continued refinement. However, teacher credentialing data showed a 5.32% decline in appropriate assignments, marking it as a priority area for improvement to ensure consistent instructional quality.

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 curriculum equity and engagement in project-based learning.

1.2 Teacher Recruitment and Credentialing Support

The percentage of appropriately assigned teachers declined from 89.72% to 84.4%, a drop of 5.32%, indicating a need for improved recruitment and credentialing support to meet full compliance and instructional quality targets.

1.3 Staff Professional Development

100% of teachers continued to participate in reflective evaluations, demonstrating a strong culture of continuous improvement. Staff survey ratings of the Professional Learning Environment increased from 76% to 84%, while ratings for Professional Learning Process & Practices held steady at 80%.

1.4 Teacher Preparation Time and Reduced Student Load

The positive shift in professional learning environment feedback (+8%) suggests that teacher preparation time and reduced student load are contributing to improved teacher experience and instructional effectiveness.

1.5 Academic Coaching Support

The percentage of students maintaining a GPA above 2.0 improved slightly from 94% (Fall 2023) to 95% (Fall 2024), and from 92% (Spring 2024) to 93% (Spring 2025). These results indicate that academic coaching remains an effective tool in supporting student achievement.

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 internal reflections and data analysis, DVD will continue to maintain the current metrics and targets for this goal, given the consistent progress and high levels of implementation fidelity. However, specific attention will be directed toward addressing teacher assignment challenges, including expanding supports for new teachers pursuing full credentials and implementing additional mentoring structures. Additionally, the school will refine professional development offerings based on staff survey feedback to further increase engagement and alignment with teacher needs, including professional development aligned with Marzano instructional strategies for 2025-26 where teachers will engage in professional development with the Marzano framework to deepen implementation of high-leverage instructional strategies that focus on competency based learning and evaluation. The GPA metric will continue to be closely monitored, and supports for students at risk of falling below a 2.0 will be initiated earlier in the semester to ensure timely intervention.

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 and Supplies for Project-Based Learning Activities	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	\$22,431.00	No
1.2	Teacher recruitment and credentialing support	Coordination of Induction participation activities, teachers who have not cleared their credential are provided a Induction program in order to do so and Da Vinci covers partial costs. Provide teacher assistance in transferring credential information. Providing support to intern credential holders or those from out of state in obtaining proper credentials. Hiring appropriately credentialed teachers and properly assigning them to courses and learners that they are qualified to teach.	\$10,000.00	No
1.3	Staff professional development	Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills, Universal Design for Learning, and Culturally Responsive Pedagogy to ensure the success of low-income pupils, English learners, and redesignated fluent English proficient pupils. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met.	\$240,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Teacher preparation time and reduced student load	Teachers at DVD will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. This cost is included in all teacher salaries as an increased expense rather than a singularly noted itemized expense.		No
1.5	Academic coaching support	Students will have access to academic coaching and tutoring support as needed to support their academic success. Unduplicated students will be given priority to tutoring opportunities.	\$73,315.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	DVD students and families will benefit from a school that is student-centered, inclusive, and caring. DVD is passionate about providing equity in our educational experience and involving parents in the development, progress monitoring, and reflection on their student’s educational experience on campus.	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.
DVD students will be most successful in a school where the diversity of their culture, experience, and interests are valued and celebrated. The educational partners that support them need to be engaged in their goals, progress, and outcomes, as well as have voice in the decisions that impact the educational experience that their students receive.

Measuring and Reporting Results

Metric #	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	Parent attendance at 2023-2024 SLCs was estimated at above 85% overall based on teacher feedback. Our Fall 2023 attendance was above 83%, and our Spring 2024 attendance increased to above 86%.	Spring 2025 SLC attendance was 82%.		The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Decrease of 4%.
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 88% of families responded	Fall 2024 parent surveys show that 87% of families		At least 85% of families Agree or Strongly Agree	Decrease of 1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		positively (Strongly Agree/Agree) that DVD involves parents in decision-making processes.	responded positively (Strongly Agree/Agree) that DVD involves parents in decision-making processes.		that DVD involves 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 92% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 91% 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 94% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 94% positive for those who report being socio-economically disadvantaged.		At least 85% of families who are socio-economically disadvantaged and/or whose primary language is other than English, Agree or Strongly Agree that they feel welcome to participate at DVD.	LOTE: Increased by 2%. SED: Increased by 3%.
2.4	Average Daily Attendance (ADA)	2023-24 DVD ADA was 92.69%.	2024-25 DVD ADA was 95%.		DVD ADA will remain above 95%.	Increase of 2.31%
2.5	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 3.4% of students were suspended at least once, with an increase of .9% from the previous year for an Orange color rating overall.	On the 2024 CA Dashboard, 1.9% of students were suspended at least once, with a decrease of 1.6% from the previous year for an Green color rating overall.		DVD will decrease the suspension rate to earn and then maintain a Blue or Green rating on CA School Dashboard.	Decrease of 1.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CA Dashboard: Suspension Rate (unduplicated subgroups)	On the 2023 CA Dashboard, 4.6% of SED students were suspended at least once, an increase of 1.4% for an Orange color rating for SED students. 16% of English Learners were suspended at least once, an increase of 2.7%, 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 Dashboard, 3% of SED students were suspended at least once, a decrease of 1.6% for a Green color rating for SED students. 9.7% of English Learners were suspended at least once, a decrease of 6.3%, though no color rating for EL students was awarded by the state due to an EL population fewer than 35 students.		DVD will maintain a Blue or Green rating for both SED and EL student groups on CA School Dashboard.	SED: Decrease 1.6%. EL: Decrease 6.3%.
2.7	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 66% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section questions.	On the Fall 2024 student survey, 80% 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.	Increase of 14%.
2.8	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 54% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 72% 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	Increase of 18%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					annual student survey.	

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.

DVD fully implemented the core actions associated with Goal 2, maintaining a strong focus on community-building, inclusion, parent involvement, and reducing disciplinary disparities. Student-led conferences (SLCs) were held both semesters with high levels of parent participation, exceeding 85% attendance each term. Survey results demonstrated consistent family engagement and increasingly positive experiences among socioeconomically disadvantaged families and those whose primary language is not English.

Key successes included a significant improvement in suspension rates and an increase in student feelings of inclusion and connectedness. Notably, the percentage of students reporting positive perceptions in the Diversity & Inclusion category rose by 14%, while those reporting positive experiences with School Community & Connectedness increased by 18%.

Challenges included sustaining consistent parent attendance at SLCs above 90%, and supporting English Learners with targeted behavioral interventions, though there was a notable 6.3% decrease in suspension rates among EL students. Efforts to improve outcomes in these areas included focused outreach to families and expanded social-emotional 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 major discrepancies between budgeted and actual expenditures related to this goal. Funding allocated to family engagement initiatives, student support services, and professional development in cultural competency were spent as planned. Slight increases in costs related to community-building activities and expanded mental health supports were offset by efficiencies in event planning and in-house translation services. All estimated percentages of improved services were implemented as planned, with no reductions in services to unduplicated pupils.

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

The specific actions under Goal 2 have shown overall effectiveness in improving school culture, increasing family engagement among unduplicated students, and reducing suspension rates. Notable gains include a 2.31% increase in Average Daily Attendance (ADA) to meet our 95% ADA goal, a 14% improvement in student perceptions of diversity and inclusion, and a significant 18% rise in school connectedness. Suspension rates declined schoolwide and for unduplicated student groups, reflecting strong impact from counseling and climate staffing. Parent participation metrics for socioeconomically disadvantaged and multilingual families also increased. Areas for continued growth include

raising overall parent attendance at Student Led Conferences, which declined slightly this year, and continuing efforts to meet the 90%+ target.

2.1 Parent/Guardian Engagement & Communications

Parent attendance at Student Led Conferences dropped slightly to 82% in Spring 2025, down from 86% the prior year. While engagement remains relatively high, it did not meet the 90% goal, signaling a need for renewed efforts in outreach and flexible scheduling.

2.2 Advisory Curriculum

The 18% increase in student feelings of community and connectedness and the 14% improvement in diversity and inclusion responses suggest that the advisory curriculum has had a strong, positive impact on student experience, particularly for unduplicated students.

2.3 Counseling Staffing

Average Daily Attendance rose from 92.69% to 95%, indicating that increased counselor availability likely contributed to improved attendance and student support, helping to meet the school's attendance target.

2.4 Extra-Curricular Activities

Improvements in school connectedness (+18%) suggest that expanded extracurricular opportunities and community dialogues are helping students feel more engaged and supported.

2.5 Freshman Overnighter

The growth in student connectedness and belonging (as measured by survey responses) supports the continuation of this initiative as an important foundational experience for incoming students.

2.6 Assistant Principal Staffing

The 1.6% decline in suspension rate and gains in attendance and school connectedness reflect strong leadership support for positive behavior and student engagement, suggesting that administrative support is playing a critical role.

2.7 Additional Counseling Staffing

Suspension rates for Socioeconomically Disadvantaged (SED) students dropped from 4.6% to 3%, earning a Green rating. For English Learners, rates fell from 16% to 9.7%. These reductions point to the success of targeted counseling supports in meeting the needs of unduplicated student groups.

2.8 School Climate & Culture Staffing

The dramatic improvements in student perceptions of both diversity and inclusion (+14%) and school community and connectedness (+18%) reflect the effectiveness of the MTSS and climate staff in cultivating a safe and welcoming learning environment for all students, especially those in underserved groups.

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

Based on reflections from 2024-25 implementation, DVD will maintain its focus on the same overarching goal and key metrics. However, future actions will expand in several areas:

- Student-Led Conference Attendance: Systems for tracking SLC attendance will be refined to ensure accurate, real-time data collection and to identify families in need of additional outreach.
- Community Building: Additional student forums and affinity spaces will be created to further increase school connectedness, especially for marginalized students.
- Suspension Support: DVD will continue to implement restorative practices training for staff and additional intervention supports for English Learners and students with repeated behavioral incidents.

These changes aim to build on the strong foundation of progress while addressing areas still approaching but not yet meeting their targets.

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 Design will increase parent participation, input, and involvement of unduplicated students through expanded activities including a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	\$30,042.00	Yes
2.2	Advisory curriculum	Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Ensuring the	\$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		representation and engagement of unduplicated students, as well as developing curriculum that supports academic and socioemotional skills critical to their college readiness will be a priority. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.		
2.3	Counseling staffing	Counselors will support all students at Da Vinci Design more effectively with a lower student to counselor ratio, and the school will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVD ensures a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college & career supports for all students.	\$254,472.00	No
2.4	Extra-curricular activities	Students will have community dialogues that increase student morale and have access to extracurricular programs such as athletics, performing arts, and clubs and special programs on campus. Stipends or hourly wages for adults running extracurricular programs will be offered.	\$345,000.00	No
2.5	Freshman overnighter	Freshmen students will participate in an overnighter trip prior to entering DVD to increase their connectedness to the school culture. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience.	\$38,170.00	No
2.6	Assistant principal staffing	To ensure the academic success of all students, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues.	\$146,848.00	No
2.7	Additional Counseling staffing	DVD will maintain an additional counselor to ensure an even lower student to counselor ratio on campus to increase supports for low-income pupils,	\$127,136.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners, foster youth, and redesignated fluent English proficient pupils, in the areas of academics, socioemotional issues, and college & career support.		
2.8	School Climate & Culture Staffing	The school environment at Da Vinci Design will be a space where everyone feels safe, welcome, that they belong, and that they can express themselves. Students and educators will work together in a culture of mutual respect and trust, and all educators will set and uphold clear, positively-framed expectations for student behavior: mindful, responsible and respectful. When conflicts arise, space will be provided for community and individual needs to be met, and all will be treated with compassion and given opportunities to repair harm. MTSS staff will support the school climate and culture goals by creating proactive, positive culture building systems. They will provide the school support team with multiple opportunities for professional learning to strengthen behavior strategies, set clear work expectations, and promote a safe, supportive learning environment for all students and also use data proactively and systematically to ensure targeted success (behavioral, academic, and attendance interventions) for unduplicated students.	\$164,559.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
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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, DVD students scored 10.4 points above standard in ELA, an increase of 24.4 points from the	On the 2024 CA School Dashboard, DVD students scored 4.9 points above standard in ELA, a decrease of		DVD will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.	Decline of 5.5 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year before, for a Green overall dashboard rating.	5.5 points from the year before, for a Yellow overall dashboard rating.			
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 CA School Dashboard, our 73 SED students at DVD scored 8.9 points below standard in English, an increase of 37.1 points from the year before for a Yellow overall dashboard rating. DVD only had fifteen 11th grade EL students in 2023, no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, our 61 SED students at DVD scored 11.4 points below standard in English, a decrease of 2.5 points from the year before for an Orange overall dashboard rating. English Learners scored 63.4 points below standard, a decrease of 5 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.		DVD will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.	SED: Decline of 2.5 points. EL: Decline of 5 points.
3.3	PSAT Evidence-Based Reading and Writing (ERW): 11th grade college readiness	In Fall 2023, 33% of the 116 juniors in the 2025 cohort met the benchmark on their ERW PSAT, and 14% of students were approaching benchmark, demonstrating that 47% of juniors were on track	In Fall 2024, 42% of the 112 juniors in the 2026 cohort tested met the benchmark on their ERW PSAT, and 16% of students were approaching benchmark,		PSAT ERW Met & Approaching benchmark scores will improve and then maintain at a rate higher than 75%.	Meeting benchmark: Increase of 9%. On Track: Increase of 11%.

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 58% 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	<p>DVD 2024 cohort growth: the 2024 cohort juniors took the Fall PSAT in 2022 but not in 2021, so no growth from 10th to 11th grade was measured. However, with a mean PSAT ERW score of 510 in 11th grade, they did meet the college readiness benchmark of 460 for the PSAT ERW.</p> <p>The 13 students in the 2024 cohort who took the PSAT in Fall 2022 and the SAT in Fall 2023 also met the projected mean score of 510-550 for the Fall 2023 SAT with a score of 540, which also exceeded overall SAT ERW college readiness benchmark of 480.</p>	<p>DVD 2025 cohort ERW growth:</p> <p>PSAT 10 to PSAT 11 (93 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +10</p> <p>PSAT 11 to SAT 11 (31 students) Projected Mean Score: Met College Readiness: Met Mean score change: +40</p> <p>SAT 11 to SAT 12 (21 students) Projected Mean Score: Met College Readiness: Met Mean score change: +20</p>		DVD students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.	<p>PSAT 10 to PSAT 11: Increase of 10 points.</p> <p>PSAT 11 to SAT 11: Increase of 40 points.</p> <p>SAT 11 to SAT 12: Increase of 20 points.</p>

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, 57.1% of DVD EL students made progress towards English Language Proficiency, an increase of 10.5%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, 25% of DVD EL students made progress towards English Language Proficiency, a decline of 32.1%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.		DVD will annually improve ELPI scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.	Decline of 32.1%.

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, Da Vinci Design implemented multiple strategies to promote English Language Arts achievement, particularly for low-income and English Learner students. Continued administration and analysis of PSAT, SAT, and ELPAC data provided a broader and more formative understanding of student progress and college readiness beyond the CAASPP. Teachers and administrators used MAP data to inform instructional planning. Although implementation largely matched planned actions, there were notable challenges with English Learner progress, including a significant decline in ELPI scores. These challenges highlight a need for more targeted interventions and supports for English Learners. Overall, the increased use of data and collaboration across stakeholder groups reflected strong progress toward a holistic evaluation of student success.

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 in the actual implementation of services related to this goal; however, some expenditures related to assessment tools and external supports (e.g., PSAT/SAT support sessions, EL tutoring services) were slightly below budget due to scheduling limitations and lower-than-expected student participation in optional prep programs. Additionally, some services intended to support English Learners were underutilized, possibly due to gaps in communication or availability of EL support staff. As a result, while

planned services were largely delivered, the percentage of improved services accessed by English Learners was slightly lower than projected.

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

The specific actions under Goal 3 have produced mixed outcomes. While there were strong gains in college readiness indicators, notably an 11% increase in juniors on track via PSAT scores and consistent growth across PSAT-to-SAT cohorts, there were declines in ELA outcomes on the CA Dashboard both overall and for unduplicated student groups. The English Learner Progress Indicator (ELPI) growth rate also dropped significantly, suggesting that current supports for English learners may need to be reevaluated and strengthened. Intervention systems, reading diagnostics, and specialized support staffing show promise but will require more targeted implementation to reverse declining trends and close achievement gaps.

3.1 Intervention and Support Seminar Programs in English

Overall ELA scores on the CA Dashboard dropped from 10.4 points above standard to 4.9, resulting in a lower Yellow rating. While still above standard, this 5.5-point decline suggests that interventions need to be more precisely aligned with student needs to regain prior growth.

3.2 English Learner Support Course & Coordinator

ELA scores for SED students dropped 2.5 points (from -8.9 to -11.4), shifting their Dashboard rating to Orange. English Learners declined 5 points (to -63.4 below standard), signaling a need for improved coordination and support structures for EL students and RFEP monitoring.

3.3 English Diagnostics / Reading Programs

PSAT college readiness metrics improved: 42% of juniors met the benchmark (up from 33%), and 58% were on track (up from 47%). This 11% increase demonstrates the effectiveness of diagnostics in identifying needs and targeting instruction appropriately.

3.4 MTSS Supports

PSAT to SAT score growth was consistent across the board: +10 from PSAT 10 to 11, +40 from PSAT 11 to SAT 11, and +20 from SAT 11 to SAT 12. Students met projected mean scores at every stage, showing that tiered academic supports are helping sustain progress toward college readiness.

3.5 English Language Intervention Specialist

The ELPI dropped sharply from 57.1% making progress in 2023 to just 25% in 2024 (a 32.1% decline). This indicates that while coaching and targeted support are in place, the delivery or alignment of these supports for EL students may require significant improvement.

3.6 PSAT/SAT Test and Prep Course Fees

Offering PSAT/SAT prep free of charge continues to yield measurable academic returns. Cohorts met or exceeded projected mean scores across all PSAT and SAT assessments, and college readiness benchmarks were consistently met. These offerings are clearly effective in boosting academic preparation for postsecondary pathways.

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 this year's outcomes, the following changes will be made for 2025-26:

- New targeted supports for English Learners will be introduced, including increased access to designated ELD instruction, tutoring, and family engagement resources.
- Professional development will focus on evidence-based literacy strategies for diverse learners and culturally responsive pedagogy.
- Expanded communication and support for families about PSAT/SAT prep opportunities and ELPI expectations will be prioritized to improve participation and understanding.
- Adjusted metrics: We will consider adding mid-year benchmark assessments (IAB/FIAB assessments) and formative writing assessments in addition to MAP as additional indicators of ELA progress to better monitor ongoing growth.
- Modified targets: While the long-term goal remains maintaining Blue/Green ratings, intermediate growth targets may be re-calibrated annually for subgroups to track more realistic, incremental progress.

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 seminar programs in English	Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	\$49,780.00	Yes
3.2	English Learner support course & Coordinator	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development seminars for EL students working to make progress in proficiency will also be funded.	\$15,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	English diagnostics/reading programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils were provided diagnostic tests in ELA at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.	\$20,464.00	Yes
3.4	MTSS Supports	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	\$3,138.00	Yes
3.5	English Language Intervention Specialist	The ELA Intervention Specialist will support student achievement in the area of ELA and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to ELA teachers. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	\$34,606.00	Yes
3.6	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Da Vinci Design will promote the achievement of all students in Mathematics, particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community to review educational practices and research for the purpose of developing a more holistic definition of successful mastery and college readiness in this area, as well as identifying an evaluative approach that in future years will increase the readiness and opportunities available to our students upon graduation from high school.	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, DVD students scored 79.2 points below standard in Math, an increase of 27.1 points from the year before, for a	On the 2024 CA School Dashboard, DVD students scored 95.7 points below standard in Math, a decrease of 16.5 points from		DVD will maintain a Blue or Green rating on the CA School Dashboard.	Decline of 16.5 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow overall dashboard rating.	the year before, for an Orange overall dashboard rating.			
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 CA School Dashboard, our 73 SEL students at DVD scored 109.5 points below standard in Math, an increase of 22.3 points from the year before for a Yellow overall dashboard rating. DVD only had fifteen 11th grade EL students tested in 2023, no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, our 62 SEL students at DVD scored 117.2 points below standard in Math, a decrease of 7.7 points from the year before for a Red overall dashboard rating. English Learners scored 173.7 points below standard, a decrease of 30.4 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.		DVD will maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED: Decline of 7.7 points. EL: Decline of 30.4 points.
4.3	PSAT Math: 11th grade college readiness	In Fall 2023, 8% of the 116 juniors in the 2025 cohort met the benchmark on their Math PSAT, and 8% of students were approaching benchmark, demonstrating that 16% of juniors were on track	In Fall 2024, 7% of the 112 juniors tested met the benchmark on their Math PSAT, and 8% 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: Decline 1%. On track: Decline 1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for college readiness in Math.	15% of juniors were on track for college readiness in Math.			
4.4	PSAT Math: 12th grade college readiness growth and achievement	<p>DVD 2024 cohort growth: the 2024 cohort juniors took the Fall PSAT in 2022 but not in 2021, so no growth from 10th to 11th grade was measured. However, with a mean PSAT Math score of 470 in 11th grade, they did not meet the college readiness benchmark of 510 for the PSAT Math.</p> <p>The 13 students in the 2024 cohort who took the PSAT in Fall 2022 and the SAT in Fall 2023 also met the projected mean score of 470-510 for the Fall 2023 SAT with a score of 510, but did not meet overall SAT Math college readiness benchmark of 530.</p>	<p>DVD 2025 cohort Math growth:</p> <p>PSAT 10 to PSAT 11 (93 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +50</p> <p>PSAT 11 to SAT 11 (31 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +20</p> <p>SAT 11 to SAT 12 (21 students) Projected Mean Score: Met College Readiness: Not Met</p>		DVD students will continue to meet projected mean score and will improve to meet benchmark outcomes on PSAT and SAT Math exams.	<p>PSAT 10 to PSAT 11: Increase of 50 points.</p> <p>PSAT11 to SAT 11: Increase of 20 points.</p> <p>SAT 11 to SAT 12: Increase of 10 points.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean score change: +10			

Goal Analysis [2024-25]

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

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

In 2024-25, Da Vinci Design continued its focus on redefining and supporting student success in Mathematics through multiple measures, including the CAASPP, MAP, PSAT, and SAT. Staff engaged in collaborative data analysis and progress monitoring, with an emphasis on improving support for low-income and English Learner students. However, implementation challenges emerged. While projected mean scores on PSAT and SAT assessments were met, overall college readiness benchmarks in Math were not achieved. Declines in CA Dashboard scores—both overall and for unduplicated subgroups—highlight ongoing gaps. The most significant challenges were in addressing foundational skills and in designing effective interventions for underperforming students. While stakeholder engagement and broader assessment practices were implemented as planned, the overall effectiveness was limited by persistent performance gaps and struggles with targeted Tier 2 math support systems.

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 minor material differences in expenditures. Some planned services—such as extended-day tutoring, math lab periods, and targeted small-group instruction—were not implemented as robustly as budgeted. Staffing constraints and scheduling conflicts contributed to lower-than-expected student access to intervention services. Consequently, the estimated percentage of improved services accessed, particularly by unduplicated students, was lower than anticipated, impacting the intended outcomes of the goal.

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

The specific actions under Goal 4 have had limited effectiveness in improving overall math outcomes, particularly for unduplicated student groups. Although students demonstrated positive growth in PSAT to SAT Math scores, performance on the CA Dashboard declined, shifting overall and subgroup ratings into Orange and Red zones. The current tiered systems and interventions are not yet yielding sufficient improvement in student math proficiency. Additional refinement and alignment of instructional supports, particularly for SED and EL students, will be needed to reverse these trends.

4.1 Intervention and Support Seminar Programs in Mathematics

Overall CA Dashboard math scores declined from 79.2 points below standard to 95.7 points below, a 16.5-point drop that shifted the school's rating from Yellow to Orange. This suggests that while math interventions are in place, their impact has not yet translated into improved performance.

4.2 Math Diagnostics / Math Programs

SED students dropped from 109.5 points below standard to 117.2 (a 7.7-point decline) and were rated Red. English Learners declined sharply, from 143.3 to 173.7 points below standard (a 30.4-point drop). This indicates that diagnostic tools and scaffolds are not yet adequately closing gaps for the most vulnerable students.

4.3 Multi-Tiered Support Systems (MTSS)

PSAT Math scores remained relatively flat, with only 7% of juniors meeting the benchmark and 8% approaching, down slightly from 8% each the previous year. At just 15% of students on track for college readiness, additional MTSS refinement is needed to target skill-building more effectively.

4.4 Summer Bridge Program

While there is no separate data point for summer bridge participation, ongoing low PSAT and Dashboard Math results indicate that additional foundational supports are needed before 9th grade to prepare students for rigorous high school coursework.

4.5 PSAT/SAT Test and Prep Course Fees

While students failed to meet Math readiness benchmarks, cohort growth trends are promising. The Class of 2025 increased their PSAT to SAT scores by 50, 20, and 10 points across three key testing milestones. These results suggest test prep is building capacity, but not yet enough to help most students reach the college readiness threshold.

4.6 Mathematics Intervention Specialist

Although mean score gains were seen across grade levels, no groups met the SAT Math benchmark of 530. The specialist role appears to be positively influencing growth (+80 points across two years), but effectiveness is limited in terms of actual proficiency and readiness outcomes. More intensive or earlier interventions may be necessary.

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 this year's implementation and results, the following changes are planned for 2025-26:

- Stronger Tier 2 and Tier 3 Math Interventions: Increase dedicated intervention periods and afterschool tutoring focused on Algebra 1 and foundational math skills.
- More targeted support for English Learners in Math: Integrate language scaffolds and co-teaching strategies in math courses to support EL access to rigorous content.

- Refined benchmark targets: While long-term targets remain, intermediate goals will be recalibrated to emphasize consistent growth for low-performing subgroups and IAB and FIAB interim testing will be used in addition to MAP tests for formative instructional and curricular planning.
- Increased math-specific professional development: Focused training for math teachers on best practices for addressing unfinished learning and integrating new formative assessments (IAB/FIAB).

These refinements aim to address gaps in implementation, particularly for the most vulnerable student groups, and to create a more responsive, data-driven, and equitable approach to math instruction and achievement.

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.	\$61,982.00	Yes
4.2	Math diagnostics/ math programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils were provided diagnostic tests in math at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery-based grading to implement proper interventions as well as measure student growth.	\$32,464.00	Yes
4.3	Multi-tiered support systems	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent	\$3,137.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English proficient pupils will be intentionally reviewed and given priority for additional supports.		
4.4	Summer bridge program	Summer school math courses will be made available for incoming freshmen who need additional foundational math support.	\$8,650.00	No
4.5	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	\$5,000.00	No
4.6	Mathematics Intervention Specialist	The Math Intervention Specialist will support student achievement in the area of Math and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to Math teachers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	\$54,606.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Da Vinci Design graduates will all have the opportunity to practice and develop the 21st century skills and habits of heart and mind necessary to be prepared for career and college opportunities after high school, graduate as life-long learners, and be passionate about their personal interests and successes as they leave DVD prepared for their college experiences and careers in their lives beyond graduation.	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 Design, these metrics are only the beginning of the definition. Stakeholder feedback has noted that, while necessary, these measures simply are not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets young people will need to be successful in college, career, and civic life. Students must also be able to demonstrate 21st century skills (critical thinking & problem solving, communication, initiative, leadership, use of academic language, use of technology), social-emotional skills & habits of mind (accountability, connection, collaboration, evidence, integrity, quality), career and real-world learning opportunities, civic engagement, and more in order to be truly ready for life beyond high school.

Measuring and Reporting Results

Metric #	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, DVD had a 4-year cohort graduation rate of 99.2%, an increase of 2.2% points from the year before, for a Blue	On the 2024 CA School Dashboard, DVD had a 5-year cohort graduation rate of 98.5%, a decrease of 0.7% points from the year before, for a		Cohort graduation rate will be Very High by state standards (at least 95%).	Maintained Blue rating with decline of .7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	Blue overall dashboard rating.			
5.2	Cohort Dropout rate: DVD students will remain 4-Year Cohort Dropout Rate	The 4-year cohort dropout rate for the class of 2023 was .79% (1 student).	The 4-year cohort dropout rate for the class of 2024 was 0% (0 students).		The dropout rate will remain less than 2%.	Decline to 0 dropouts.
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 81.7% of DVD 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, 81.7% of DVD students were rated by the state as Prepared, a decrease of 0.1% from the year before, for a Blue overall dashboard rating.		DVD will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Maintained Blue rating with decline of .1%.
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 78.2% of DVD SED students were rated as prepared on the College & Career indicator, for a Very High rating on the dashboard. DVD only had five 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, 82% of DVD SED students were rated as prepared on the College & Career indicator, an increase of 3.9% from the previous year, for an overall Blue rating. English Learners were 72.7% prepared, though no color rating for EL students was awarded by the		DVD will maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.	SED: Increase of 3.9%. EL: No 2023 rate.

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.	state due to an EL population fewer than 30 students.			
5.5	Broad course of study: A-G eligibility rate	84.3% of the class of 2023 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	93.1% of the class of 2024 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.		DVD will maintain A-G course eligibility rates above 90%.	Increase of 8.8%.
5.6	Career Technical Education (CTE) pathway completion rate	84% of the class of 2023 graduating cohort completed a CTE course pathway.	80.2% of the class of 2024 graduating cohort completed a CTE course pathway.		DVD will increase and then maintain CTE pathway completion rates to remain above 50%.	Decline of 1.8%.

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.

In 2024-25, Da Vinci Design successfully continued its commitment to preparing students with the skills, experiences, and mindsets needed for college, career, and life beyond high school. Key components of implementation included robust A-G aligned coursework, access to career technical education (CTE) pathways, and college and career readiness preparation through advisories and internships. Overall, the school maintained high performance across most indicators, including a Blue rating for both the Graduation Rate and College & Career Indicator (CCI). Dropout rates remained extremely low (0%), and A-G eligibility increased significantly to over 93%.

While implementation aligned closely with planned actions, some challenges emerged. The CTE completion rate saw a slight decline, and although the English Learner (EL) subgroup improved, small cohort sizes limited the availability of disaggregated CCI data for that group. Overall, the school remained steadfast in offering students real-world learning, personal interest exploration, and leadership opportunities, in alignment with the goal.

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.

Material differences in expenditures were minimal but reflected slight underspending in career pathway enrichment and postsecondary planning programs. While funding was allocated for expanded partnerships and additional internship placements, not all planned partnerships materialized due to external logistical challenges. Additionally, some professional development around SEL and 21st-century skill integration was postponed due to increased focus on academic outcome data.

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

The specific actions under Goal 5 have been highly effective in maintaining strong graduation rates, expanding A–G eligibility, and increasing college and career readiness for unduplicated students. While there was a slight decline in CTE pathway completion and a small drop in overall graduation and CCI rates, all related indicators remained within Blue performance bands. The school has made notable progress in eliminating dropouts and supporting college eligibility. Dual enrollment and real-world learning experiences continue to strengthen postsecondary preparedness, especially for SED and EL students.

5.1 Credit Recovery

Graduation rates remained very high, dropping only slightly from 99.2% to 98.5% while maintaining a Blue rating. Credit recovery and strategic class sectioning are successfully supporting on-time graduation for all students, including those at risk.

5.2 Summer School

The dropout rate declined from 0.79% to 0%, demonstrating clear success in using summer programming to keep students on track. This intervention is effectively eliminating student attrition within the cohort.

5.3 College Courses and Dual Enrollment

College and Career Indicator (CCI) ratings stayed steady at 81.7%, maintaining a Blue status. Although there's been a 0.1% dip, the overall readiness level remains very high, suggesting consistent success with college course offerings and related supports.

5.4 Career Exploration / CTE Program, Staffing, & Credentialing Costs

CCI ratings improved by 3.9% for SED students (from 78.2% to 82%), maintaining a Blue rating and affirming the strength of RWL and CTE alignment for unduplicated groups. English Learners also showed strong results at 72.7% prepared, despite lacking a state rating due to subgroup size.

5.5 Broad Course of Study: A–G Eligibility Rate

A–G eligibility rose sharply from 84.3% to 93.1%, an 8.8% gain. This demonstrates successful course access, academic guidance, and rigor aligned with college entry requirements.

5.6 Career Technical Education (CTE) Pathway Completion Rate

While pathway completion declined slightly (from 84% to 80.2%), the rate remains well above target and state average and continues to offer students meaningful career-connected learning.

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

Reflections from the 2024-25 school year have led to the following adjustments for 2025-26:

- Increased support for CTE persistence and completion: DVD will implement tracking tools and counseling checkpoints to ensure students stay on track to complete CTE pathways, including targeted support for students who fall behind.
- Targeted EL and SED support for college readiness: Given the strong performance of SED students and emerging EL data, DVD will continue to build on these gains by providing additional support for SAT/ACT prep, college apps, and real-world learning specifically for these groups.
- Expanded professional development aligned with Marzano instructional strategies: Teachers will engage in professional development with the Marzano framework to deepen implementation of high-leverage instructional strategies that build 21st-century skills and habits of mind across content areas.
- Review and strengthen Real World Learning program participation and partnerships: DVD will analyze student engagement and participation in Real World Learning opportunities (e.g., internships, guest speakers, industry field trips) to identify gaps and enhance alignment with students’ career interests. Strengthening relationships with career partners will be a priority to ensure equity and depth of access for all students.

These changes aim to sustain high performance while focusing more precisely on areas where students may benefit from additional guidance and support to ensure comprehensive readiness for life beyond graduation.

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	DVD will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient	\$29,174.00	No

Action #	Title	Description	Total Funds	Contributing
		pupils will be intentionally reviewed and given priority for recovery opportunities.		
5.2	Summer school	Summer school courses will be made available in core content area courses as determined by student needs.	\$10,000.00	No
5.3	College courses and Dual Enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	\$5,750.00	No
5.4	Career exploration/ CTE program, staffing, & credentialing costs	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. Naviance is a college and career program that further connects student strengths and interests directly to career exploration tools that are in turn connected to college majors and specific colleges strong in those areas. CTE Pathways give students the opportunity for applied learning and the experiences that they need to be prepared to engage in careers beyond high school and college.	\$602,800.00	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
\$\$710,332.00	\$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
10.942%	0.000%	\$0.00	10.942%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Staff professional development</p> <p>Need: 95% of students achieved a 2.0 or above unweighted GPA in Fall 2024, and 93% of students earned a 2.0 or above in Spring 2025.</p> <p>Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED</p>	As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA, allowing schoolwide professional development to serve all students while addressing the specific needs of unduplicated pupils. Teachers will engage in professional learning opportunities both on and off campus to enhance their ability to integrate Common Core Standards with 21st Century Skills, Universal Design for Learning (UDL), and Culturally Responsive Pedagogy. Through ongoing vertical	DVD will continue to We will continue to monitor academic progress and access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students, with 95% of SED students earning a 2.0 GPA in Fall, while 98% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2025, with 93% of SED students earning a 2.0 GPA in Fall, while 95% of non-SED students earned a 2.0 or above.</p> <p>The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 84% of EL students earned a 2.0 or above GPA in Fall 2024, while 97% of non-EL students earned a 2.0. In Spring 2025 EL students fared better, 92% of EL students earned a 2.0 or above GPA, but that rate is still lower than the 96% of non-EL students earned a 2.0.</p> <p>In 2024-25, socioeconomically Disadvantaged (SED) students also have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 11.4 points below standard in ELA, while All Students scored 4.9 points above standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. in 2024, EL students scored 63.4 points below standard in ELA (All Students: 4.9 above standard).</p> <p>In Math, Socioeconomically Disadvantaged (SED) students have significantly lower CAASPP scores than the All Students results, demonstrating learning gaps in Math are</p>	<p>planning in department teams, teachers will align curriculum and instruction to ensure standards are consistently met across grade levels.</p> <p>Professional development will include training in scaffolding, sheltered instruction, and the creation of language-rich classroom environments, all strategies that are essential for English Learners and equally effective for all students. These practices are especially critical for meeting the needs of socioeconomically disadvantaged students, English Learners, foster youth, and students experiencing homelessness, who may enter classrooms with gaps in prior knowledge and inconsistent access to academic support. Research shows that targeted professional development increases teacher efficacy and directly contributes to improved student achievement and GPA outcomes (Darling-Hammond, Hyler, & Gardner, 2017). By investing in teacher growth, Da Vinci Design creates more equitable learning environments and strengthens academic outcomes for all students, with a particular impact on our unduplicated student populations.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>present. in 2024, SED students scored 117.2 points below standard and All Students scored 95.7 points below standard in Math.</p> <p>The data is also similar for English Learner (EL) students as compared to their non-EL peers, but again the gaps are larger than those for SED students. in 2024, EL students scored 173.7 points below standard (All Students: 95.7 below standard) in Math.</p> <p>Professional development is essential in equipping teachers with the tools and strategies necessary to meet the diverse needs of all students, particularly those from disadvantaged backgrounds. For unduplicated students, engaging, inclusive, and relevant instruction can make a critical difference in academic achievement. High-quality professional development supports teachers in designing curriculum that is culturally responsive, differentiated, and rooted in data-informed decision-making. These practices help increase student engagement, close achievement gaps, and improve access to core content, ultimately leading to higher GPAs and better long-term educational outcomes for unduplicated students.</p> <p>Scope: LEA-wide</p>		
1.5	Action: Academic coaching support	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. While all students benefit from access to	DVD will continue to We will continue to monitor academic progress 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
	<p>Need: 95% of students achieved a 2.0 or above unweighted GPA in Fall 2024, and 93% of students earned a 2.0 or above in Spring 2025.</p> <p>Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED students, with 95% of SED students earning a 2.0 GPA in Fall, while 98% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2025, with 93% of SED students earning a 2.0 GPA in Fall, while 95% of non-SED students earned a 2.0 or above.</p> <p>The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 84% of EL students earned a 2.0 or above GPA in Fall 2024, while 97% of non-EL students earned a 2.0. In Spring 2025 EL students fared better, 92% of EL students earned a 2.0 or above GPA, but that rate is still lower than the 96% of non-EL students earned a 2.0.</p> <p>In 2024-25, socioeconomically Disadvantaged (SED) students also have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. In 2024, SED students scored 11.4 points below standard in ELA, while All Students scored 4.9 points above standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for</p>	<p>academic coaching and tutoring support, these services can be strategically targeted to meet the unique needs of unduplicated students who often face additional academic and systemic challenges.</p> <p>Academic coaches provide individualized support, helping students build skills, access resources, and develop academic confidence. Through ongoing data analysis and collaboration with staff, coaches can ensure that unduplicated students receive timely, responsive interventions without isolating them from broader school supports. This inclusive approach ensures equity while fostering a culture of high achievement for all students.</p>	<p>access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SED students. in 2024, EL students scored 63.4 points below standard in ELA (All Students: 4.9 above standard).</p> <p>In Math, Socioeconomically Disadvantaged (SED) students have significantly lower CAASPP scores than the All Students results, demonstrating learning gaps in Math are present. in 2024, SED students scored 117.2 points below standard and All Students scored 95.7 points below standard in Math.</p> <p>The data is also similar for English Learner (EL) students as compared to their non-EL peers, but again the gaps are larger than those for SED students. in 2024, EL students scored 173.7 points below standard (All Students: 95.7 below standard) in Math.</p> <p>Access to academic coaching is essential for addressing the unique needs of unduplicated students, particularly English Learners and Socioeconomically Disadvantaged students. These student groups often face systemic barriers that impact academic performance, engagement, and long-term success. Academic coaches provide targeted, personalized support that helps close learning gaps by improving instructional strategies, facilitating data-informed decision-making, and promoting effective intervention practices. Additionally, coaches support students' social-emotional development and collaborate with teachers and families to ensure consistent, responsive guidance. This comprehensive support system fosters equity and creates the</p>		

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	<p>conditions necessary for unduplicated students to thrive academically and reach their full potential.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Parent/ guardian engagement & communications</p> <p>Need: In the Da Vinci Design Fall 2024 parent survey, 87% of all Design parents Agree or Strongly Agree that they feel welcome to participate at the school.</p> <p>The results for unduplicated student families are actually higher this year for families of English Learners and Socioeconomically Disadvantaged students. Fall 2024 parent survey responses to the question: ‘I feel welcome to participate at this school’ are 94% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 94% positive for those who report being Socioeconomically Disadvantaged.</p> <p>Average Daily Attendance rated for Design students also highlights some discrepancies, with the overall DVD 2024-25 ADA at 95%. For SED students enrolled over 30 days, the ADA rate is 94.37% as compared to their non-SED peers at 95.47%. For EL students, the ADA rate shows a greater gap to their non-EL</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA, making a schoolwide approach to parent engagement essential. Da Vinci Design will enhance parent participation, input, and involvement, especially for unduplicated students, through expanded initiatives such as a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary opportunities. Families receive a regularly updated calendar of events posted on the school website, and both the school and Da Vinci Schools blogs share information about parent involvement opportunities, college counseling meetings, and other family-centered events. Staff consistently communicate with families through emails and automated phone reminders to ensure broad outreach.</p> <p>Implementing parent engagement as a schoolwide action ensures all families benefit from consistent, accessible communication and opportunities to participate. Research shows that parental involvement positively impacts academic achievement and student behavior (Henderson & Mapp, 2002). By engaging all parents through schoolwide events and communications, Da Vinci Design fosters a collaborative community where</p>	DVD will continue to monitor parent survey results and ADA for all students as well as unduplicated student groups from Goal 2.

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	<p>peers, with the EL student rate at 91.66% and the non-EL student rate at 95.04%.</p> <p>Enhancing parent and guardian engagement and communication can lead to improved survey outcomes and a reduction in absenteeism. When parents are well-informed and actively involved in their child's education, they are more likely to encourage positive behaviors and regular attendance. Clear and consistent communication fosters trust and partnership between families and the school, creating a collaborative atmosphere. This strengthens parents' connection to the school, increasing their sense of involvement and participation. Moreover, engaged parents are better equipped to recognize and address attendance challenges early, which can help improve overall attendance outcomes and reduce the attendance rate gaps between SED and EL students and their peers, ensuring all students have equal opportunities to succeed academically.</p> <p>Scope: LEA-wide</p>	<p>families can connect with teachers and stay informed about their child's progress. This inclusive approach is especially critical for unduplicated student groups, as it helps close educational gaps, supports tailored interventions, and promotes regular attendance, ultimately improving academic success and socioemotional well-being for all students.</p>	
2.2	<p>Action: Advisory curriculum</p> <p>Need: On the 2024 CA School Dashboard College and Career Indicator (CCI), 81.7% of Design graduates were rated by the state as Prepared, maintaining at a 0.1% decrease, for</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled under the same school and LEA. A universal approach ensures every student benefits from a consistent foundation of academic, behavioral, and social-emotional support, while also allowing for targeted strategies to meet the specific needs of unduplicated students.</p>	<p>DVD will continue to monitor student survey results for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College & Career Readiness rates in Goal 5.</p>

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	<p>a Blue color rating. 82% of Design SED graduates were rated as prepared on the College & Career indicator, an increase of 3.9% for a Blue color status as well. Of our 11 EL graduates in 2024, 72.7% were rated as Prepared, however due to fewer than 30 students in the subgroup, no change or color rating was reported.</p> <p>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,' 72% of SED students responded positively (Agree or Strongly Agree), while 70% of non-SED students responded positively. Similarly, for the question, 'This school creates an environment of high integrity, respect, and trust,' 66% of SED students responded positively as compared to 61% of non-SED students. EL and RFEP students also had higher ratings than their English Only and IFEP peers, with 71% of EL/RFEP students reporting an environment of high integrity, respect, and trust while only 61% of more fluent students felt that way. For compassionate and caring learning community, however, EL/RFEP students were lower than their peers at 65% positive, while non-EL students were 73% positive.</p> <p>Advisory curriculum that fosters connectedness and supports academic,</p>	<p>Implementing the curriculum across the entire student body helps foster a unified, inclusive school culture and ensures that no student is left without access to relationship-building, guidance, and college readiness resources. While all students benefit from this structured support system, the curriculum is intentionally designed to address the unique challenges faced by unduplicated students, offering equitable opportunities to thrive. A dedicated teacher stipend, planning time, and intentional dissemination of curriculum materials ensure consistent delivery and support for all advisory teachers in providing high-quality, equity-focused programming.</p>	

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	<p>behavioral, and college readiness success is especially important for unduplicated students at DVD. These students often encounter unique barriers that can impact both their educational progress and sense of belonging. A comprehensive advisory program that builds strong relationships and engagement helps address these challenges by creating a supportive and inclusive school community. This approach not only enhances academic outcomes through targeted support and personalized learning strategies but also encourages positive behavior and emotional well-being. Furthermore, by focusing on college readiness, the curriculum prepares unduplicated students with the skills, knowledge, and confidence they need to pursue higher education and meaningful career paths, ensuring equitable opportunities for long-term success.</p> <p>Scope: LEA-wide</p>		
2.7	<p>Action: Additional Counseling staffing</p> <p>Need: On the 2024 CA Dashboard, 1.9% of All Students at Da Vinci Design were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating overall.</p>	As a single-site charter school, all students at Da Vinci Design are part of the same school and Local Education Agency (LEA). Maintaining a low student-to-counselor ratio benefits the entire student body by ensuring that each student receives individualized academic, social-emotional, and college and career guidance, while at the same time allowing for additional capacity for targeted interventions for unduplicated students as needed.	DVD will continue to monitor 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 in Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 3% of SED students were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating. 9.7% of EL students were suspended at least once, a decrease of 6.3% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.</p> <p>On the 2024 CA School Dashboard College and Career Indicator (CCI), 81.7% of Design graduates were rated by the state as Prepared, maintaining at a 0.1% decrease, for a Blue color rating. 82% of Design SED graduates were rated as prepared on the College & Career indicator, an increase of 3.9% for a Blue color status as well. Of our 11 EL graduates in 2024, 72.7% were rated as Prepared, however due to fewer than 30 students in the subgroup, no change or color rating was reported.</p> <p>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,' 72% of SED students responded positively (Agree or Strongly Agree), while 70% of non-SED students responded positively. Similarly, for the question, 'This school creates an environment of high</p>	<p>This comprehensive, schoolwide approach allows counselors to build strong relationships, foster a greater sense of connection, and proactively address issues before they escalate. Improved connectedness supports a positive school climate, reduces suspension rates, and enhances college readiness for all students. Schoolwide implementation ensures equitable access to these benefits, particularly for unduplicated students who may need more targeted support to overcome systemic barriers and achieve long-term success. Research shows that lower counselor-to-student ratios significantly improve academic achievement, behavior, and postsecondary outcomes for students (American School Counselor Association, 2019).</p>	

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	<p>integrity, respect, and trust,' 66% of SED students responded positively as compared to 61% of non-SED students. EL and RFEP students also had higher ratings than their English Only and IFEP peers, with 71% of EL/RFEP students reporting an environment of high integrity, respect, and trust while only 61% of more fluent students felt that way. For compassionate and caring learning community, however, EL/RFEP students were lower than their peers at 65% positive, while non-EL students were 73% positive.</p> <p>Unduplicated students often face systemic barriers in traditional school settings that can impact their academic, social, and emotional well-being. Expanding counseling services at Da Vinci Design by maintaining a low student-to-counselor ratio is essential to providing the individualized support these students need. With more counselors available, staff can build stronger, more meaningful relationships with students, allowing for earlier identification of challenges and more proactive interventions. This increased support helps address issues related to attendance, behavior, and academic performance, while also offering personalized college and career guidance. Strengthening our counseling program ensures that unduplicated students receive equitable access to the resources, mentorship, and preparation necessary for long-term success in school and beyond.</p>		

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	Scope: LEA-wide		
2.8	<p>Action: School Climate & Culture Staffing</p> <p>Need: On the 2024 CA Dashboard, 1.9% of All Students at Da Vinci Design were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating overall.</p> <p>When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 3% of SED students were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating. 9.7% of EL students were suspended at least once, a decrease of 6.3% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.</p> <p>Average Daily Attendance rated for Design students also highlights some discrepancies, with the overall DVD 2024-25 ADA at 95%. For SED students enrolled over 30 days, the ADA rate is 94.37% as compared to their non-SED peers at 95.47%. For EL students, the ADA rate shows a greater gap to their non-EL peers, with the EL student rate at 91.66% and the non-EL student rate at 95.04%.</p> <p>On the 2024 CA School Dashboard College and Career Indicator (CCI), 81.7% of Design graduates were rated by the state as</p>	<p>As a single-site charter school, all students at Da Vinci Design are part of the same school community and LEA. Establishing a positive and inclusive school climate benefits all students, but is especially critical for unduplicated students, who often face greater systemic barriers to success. Schoolwide staffing focused on culture and climate ensures that all students experience a learning environment where they feel safe, respected, and a true sense of belonging. MTSS staff play a vital role in promoting this environment by leading proactive systems that foster connection, reinforce clear expectations, and offer restorative supports when conflicts arise.</p> <p>While these efforts are schoolwide, MTSS staff also use data to provide more intensive, targeted interventions for unduplicated students who may require additional academic, behavioral, or socioemotional support. Research shows that a strong school climate correlates with improved academic performance, behavior, and engagement for all students, especially those who have been historically underserved (Thapa et al., 2013; McClure et al., 2010). By embedding inclusive practices throughout the school and layering targeted supports as needed, Da Vinci Design ensures that every student, and particularly unduplicated students, has equitable access to a thriving, supportive school environment.</p>	DVD will continue to monitor 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 in Goal 5, and disaggregated ADA results in Goal 1.

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	<p>Prepared, maintaining at a 0.1% decrease, for a Blue color rating. 82% of Design SED graduates were rated as prepared on the College & Career indicator, an increase of 3.9% for a Blue color status as well. Of our 11 EL graduates in 2024, 72.7% were rated as Prepared, however due to fewer than 30 students in the subgroup, no change or color rating was reported.</p> <p>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,' 72% of SED students responded positively (Agree or Strongly Agree), while 70% of non-SED students responded positively. Similarly, for the question, 'This school creates an environment of high integrity, respect, and trust,' 66% of SED students responded positively as compared to 61% of non-SED students. EL and RFEP students also had higher ratings than their English Only and IFEP peers, with 71% of EL/RFEP students reporting an environment of high integrity, respect, and trust while only 61% of more fluent students felt that way. For compassionate and caring learning community, however, EL/RFEP students were lower than their peers at 65% positive, while non-EL students were 73% positive.</p>		

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	<p>Improving outcomes for unduplicated students at Da Vinci Design requires intentional investment in school climate and culture staffing. Dedicated MTSS personnel play a critical role in building an inclusive and supportive learning environment that proactively addresses the academic, behavioral, and socioemotional needs of students who have historically faced systemic barriers. These staff members implement systems that promote equity, foster student engagement, and strengthen relationships between students and adults on campus. A positive school climate has been shown to significantly enhance academic achievement, student behavior, and emotional well-being (Thapa et al., 2013). By centering schoolwide culture and climate efforts on the needs of unduplicated students, DVD can ensure these students feel safe, seen, and supported, ultimately leading to stronger attendance, improved behavior, and greater readiness for college and careers.</p> <p>Scope: LEA-wide</p>		
3.1	<p>Action: Intervention and support seminar programs in English</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores</p>	As a single-site charter school, all students at Da Vinci Design are served under the same school and LEA. Providing universal access to intervention and support courses schoolwide ensures that all students, regardless of background, have opportunities to strengthen their literacy skills. However, within this schoolwide model, SED and EL students can be strategically	DVD will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student

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	<p>than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 11.4 points below standard in ELA, while All Students scored 4.9 points above standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. in 2024, EL students scored 63.4 points below standard in ELA (All Students: 4.9 above standard).</p> <p>Unduplicated students at Da Vinci Design are currently performing below the all-student average on ELA CAASPP assessments, signaling a need for targeted English intervention and support programs. These programs are essential to closing achievement gaps and providing equitable access to academic success. Intervention structures allow educators to identify skill gaps and provide timely, data-driven support aligned to individual student needs. Evidence-based reading and literacy programs can then deliver focused instruction that builds foundational skills in comprehension, fluency, and writing. For unduplicated students, such interventions are especially critical in addressing systemic barriers and ensuring they are equipped with the academic tools necessary to succeed across all content areas.</p> <p>Scope:</p>	<p>identified and prioritized for additional support based on need.</p> <p>Offering interventions through regularly scheduled classes, increased academic coaching, and targeted skill development creates a structure that supports both broad access and individualized response. Research from Slavin et al. (2009) confirms that targeted reading and language support significantly improves comprehension and academic outcomes. When implemented schoolwide, these strategies foster a culture of literacy while allowing for intensified, personalized support for students disproportionately impacted by systemic barriers. This balanced approach promotes equity by raising overall achievement and specifically addressing the performance gaps experienced by unduplicated students on the ELA CAASPP.</p>	<p>CAASPP ELA scores in Goal 3.</p>

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	LEA-wide		
3.3	<p>Action: English diagnostics/ reading programs</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. In 2024, SED students scored 11.4 points below standard in ELA, while All Students scored 4.9 points above standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. In 2024, EL students scored 63.4 points below standard in ELA (All Students: 4.9 above standard).</p> <p>With persistent achievement gaps in ELA CAASPP scores for EL and SED students, diagnostic testing and targeted reading supports are crucial. Diagnostic assessments allow educators to pinpoint specific skill deficits and learning needs unique to these unduplicated student groups. Using this data, structured and evidence-based reading interventions can be tailored to address these gaps directly, improving literacy skills such as comprehension and fluency. This personalized approach to instruction is essential for effectively supporting EL and SED students, promoting academic growth, and working</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA, allowing for a coordinated, schoolwide approach to academic support. At the start of each year, low-income pupils, English learners, foster youth, and redesignated fluent English proficient students receive diagnostic testing in ELA to accurately assess their current skill levels. These diagnostics guide teachers in scaffolding and differentiating instruction to meet the diverse needs of all learners. Students are then placed in grade-level and skill-appropriate courses designed to ensure readiness for standardized testing. Educators continuously analyze data from these diagnostics, along with standardized assessments and mastery-based grading, to implement targeted interventions and monitor student growth.</p> <p>Research supports that diagnostic testing combined with evidence-based reading programs significantly improves ELA outcomes for all students, with particular benefits for unduplicated student groups. The National Center for Education Statistics (NCES) highlights that schools effectively using diagnostic assessments can identify specific student needs, enabling focused and impactful interventions. Likewise, the Institute of Education Sciences (IES) confirms that reading programs tailored to diagnostic results enhance literacy skills, comprehension, and fluency. By offering these supports schoolwide while intentionally prioritizing unduplicated students for additional resources, Da Vinci Design ensures personalized, effective instruction that drives</p>	<p>DVD will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.</p>

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	<p>toward closing achievement disparities. These targeted tools play a vital role in ensuring equitable educational outcomes for all learners at Da Vinci Design.</p> <p>Scope: LEA-wide</p>	measurable improvements in ELA CAASPP scores and helps close achievement gaps.	
3.4	<p>Action: MTSS Supports</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 11.4 points below standard in ELA, while All Students scored 4.9 points above standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. in 2024, EL students scored 63.4 points below standard in ELA (All Students: 4.9 above standard).</p> <p>On the 2024 CA Dashboard, 1.9% of All Students at Da Vinci Design were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating overall.</p> <p>When we dive in to disaggregated suspension data for unduplicated student groups, on the</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA. Using a Multi-Tiered System of Supports (MTSS) framework, students identified as needing academic or behavioral support receive interventions at the appropriate tier levels. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient students are intentionally reviewed and prioritized for additional targeted supports.</p> <p>Evidence-based MTSS practices, including differentiated instruction, ongoing progress monitoring, and tiered interventions, have been shown to improve academic outcomes for unduplicated students. Differentiated instruction customizes learning to meet diverse needs, progress monitoring provides frequent data to guide instruction, and tiered interventions deliver increasingly intensive support based on student requirements. Research by Fuchs et al. (2010) confirms that such approaches enhance achievement and help close equity gaps by ensuring all students receive personalized, effective support within a nurturing and inclusive learning environment.</p>	DVD will continue to monitor suspension rates for all students as well as unduplicated student groups in Goal 2, as well as the disaggregated ELA CAASPP scores in Goal 3.

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	<p>2024 CA Dashboard, 3% of SED students were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating. 9.7% of EL students were suspended at least once, a decrease of 6.3% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.</p> <p>Implementing a Multi-Tiered System of Supports (MTSS) is essential for boosting academic and behavioral success among unduplicated students. MTSS offers a systematic framework to identify students' individual needs and deliver tiered, evidence-based interventions that provide the right level of support at the right time. This ensures all students benefit from high-quality instruction while those requiring additional assistance receive targeted, data-informed help. Research demonstrates that MTSS effectively improves student outcomes by enabling early identification of challenges and timely, responsive intervention (McIntosh & Goodman, 2016). By strengthening MTSS implementation, Da Vinci Design can promote greater educational equity and ensure unduplicated students have access to the resources necessary for sustained achievement and well-being.</p> <p>Scope: LEA-wide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	<p>Action: English Language Intervention Specialist</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. In 2024, SED students scored 11.4 points below standard in ELA, while All Students scored 4.9 points above standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. In 2024, EL students scored 63.4 points below standard in ELA (All Students: 4.9 above standard).</p> <p>Targeted English language interventions and supports are vital for addressing achievement gaps in ELA CAASPP scores among unduplicated students. An English Language Intervention Specialist plays a key role in identifying specific learning challenges and skill gaps, then delivering focused individual and small group instruction. These sessions use evidence-based strategies designed to meet students' unique needs, improving their reading comprehension, fluency, and overall literacy skills. By providing personalized and effective support, these interventions are essential for closing achievement gaps and promoting equitable academic outcomes for all students.</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. The ELA Intervention Specialist will support overall student achievement in English Language Arts by delivering targeted Tier II and Tier III interventions. This specialist provides individualized and small group instruction to students facing academic challenges, while also coaching ELA teachers to implement effective strategies. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient students will be intentionally reviewed and prioritized for these additional supports.</p> <p>Research demonstrates that ELA intervention specialists significantly boost English language achievement among unduplicated students by delivering focused, personalized instruction that addresses specific skill gaps and builds foundational literacy. Studies show that students receiving specialized ELA interventions make meaningful gains in reading comprehension and language proficiency (Vaughn et al., 2012). By applying evidence-based practices and closely monitoring progress, Da Vinci Design's ELA Intervention Specialists help unduplicated students overcome language barriers, improve academic outcomes, and better prepare for future educational success.</p>	<p>DVD will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.</p>

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	Scope: LEA-wide		
4.1	<p>Action: Intervention and support seminar programs in mathematics</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. in 2024, SED students scored 117.2 points below standard in Math, while All Students scored 95.7 points below standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. in 2024, EL students scored 173.7 points below standard in Math (All Students: 95.7 below standard).</p> <p>Similar to the English interventions noted above, Math intervention and support programs are essential for addressing persistent achievement gaps in CAASPP testing among unduplicated students. These programs target specific skill deficits through focused instruction, language support, and personalized learning strategies tailored to individual needs. By concentrating on the unique challenges faced by these students,</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. Students requiring math interventions will have access to dedicated intervention and support courses within their weekly schedules. The school will maintain and/or increase academic coaches and coaching hours as needed to support student progress in math courses and outcomes. Unduplicated students will be intentionally reviewed and prioritized for these intervention opportunities.</p> <p>Mirroring the approach used for English interventions, providing scheduled math support courses ensures that unduplicated students receive targeted assistance tailored to their specific learning needs. By sustaining and expanding the availability of academic coaches and support time, DVD offers personalized guidance and resources that deepen students' mathematical understanding and engagement. These focused interventions enable ongoing instruction and timely feedback, effectively addressing skill gaps and fostering essential math competencies. This coordinated system of support promotes a more inclusive, responsive learning environment, advancing equity and helping close math achievement gaps for unduplicated students.</p>	DVD will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP ELA 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
	<p>math interventions help close learning gaps, strengthen foundational numeracy skills, and improve overall academic performance. Moreover, these programs create a supportive environment that fosters student confidence and motivation, which are both key factors in overcoming obstacles and attaining long-term success in mathematics.</p> <p>Scope: LEA-wide</p>		
4.2	<p>Action: Math diagnostics/ math programs</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. In 2024, SED students scored 117.2 points below standard in Math, while All Students scored 95.7 points below standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. In 2024, EL students scored 173.7 points below standard in Math (All Students: 95.7 below standard).</p> <p>Math diagnostic assessments and targeted support programs are vital when achievement gaps persist in math CAASPP scores for</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled within the same school and LEA, allowing for a cohesive, schoolwide approach to academic support. All students, including low-income pupils, English learners, foster youth, and redesignated fluent English proficient students, receive diagnostic math assessments at the start of the year, particularly in 9th grade, to determine baseline skill levels. These diagnostics inform teachers' instructional planning, enabling them to scaffold lessons, differentiate instruction, and place students in courses that align with their current abilities and growth needs.</p> <p>Providing math diagnostics on a schoolwide basis ensures equitable access to individualized support for every student while allowing the school to prioritize and respond to the needs of unduplicated student groups. Research by the National Mathematics Advisory Panel and the Institute of Education Sciences confirms that using diagnostic data to drive structured, personalized interventions leads to meaningful gains in mathematical</p>	<p>DVD will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 4.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated students. Diagnostic testing identifies individual learning needs, skill gaps, and specific areas requiring focused intervention. Following this, math support programs deliver structured, evidence-based instruction designed to address these deficiencies and strengthen students' numeracy skills. Combined, these approaches enable personalized and effective instruction that enhances understanding, fluency, and overall math performance. Implementing these tools is essential to closing achievement gaps and promoting equitable educational outcomes for all students.</p> <p>Scope: LEA-wide</p>	<p>understanding and achievement. At DVD, this system not only promotes schoolwide academic growth but also helps narrow achievement gaps for unduplicated students by identifying and addressing their learning needs with targeted support.</p>	
4.3	<p>Action: Multi-tiered support systems</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. In 2024, SED students scored 117.2 points below standard in Math, while All Students scored 95.7 points below standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. In 2024, EL students</p>	<p>As a single-site charter school, all students at Da Vinci Design are served within the same school and LEA, making a schoolwide Multi-Tiered System of Supports (MTSS) both necessary and equitable. Under this framework, all students are systematically screened for academic and behavioral needs, and tiered interventions are implemented based on their level of need. However, unduplicated students are intentionally monitored more closely and prioritized for additional supports.</p> <p>Schoolwide MTSS implementation ensures that every student benefits from proactive systems, while allowing for targeted intervention where it is needed most. Evidence-based strategies such as differentiated instruction, regular progress</p>	<p>DVD will continue to monitor suspension rates for all students as well as unduplicated student groups in Goal 2, as well as the disaggregated Math CAASPP scores in Goal 4.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>scored 173.7 points below standard in Math (All Students: 95.7 below standard).</p> <p>On the 2024 CA Dashboard, 1.9% of All Students at Da Vinci Design were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating overall.</p> <p>When we dive in to disaggregated suspension data for unduplicated student groups, on the 2024 CA Dashboard, 3% of SED students were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating. 9.7% of EL students were suspended at least once, a decrease of 6.3% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.</p> <p>Widening CAASPP math achievement gaps for SED and EL students underscore the urgent need for a strengthened Multi-Tiered System of Supports (MTSS) at Da Vinci Design. MTSS offers a comprehensive, data-driven framework for delivering academic and behavioral interventions tailored to the diverse needs of all students, with a particular focus on early identification and strategic support for those who are most at risk. For unduplicated students, who often face compounded barriers to academic success, MTSS enables schools to provide timely, personalized support that addresses both foundational math skill gaps and underlying social-emotional or behavioral challenges.</p>	<p>monitoring, and increasingly intensive tiered supports are used to close achievement gaps. Research by Fuchs et al. (2010) confirms that these practices are especially effective for improving math achievement in underserved student populations. This approach allows Da Vinci Design to deliver responsive, equitable support for all students while strategically focusing on the needs of those most at risk.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Research by McIntosh & Goodman (2016) confirms that MTSS improves student achievement by aligning interventions with clearly identified needs. In the face of declining math outcomes for our SED and EL populations, a robust MTSS approach is critical to closing these gaps and ensuring that every student, regardless of background, has equitable access to the instruction and resources necessary for long-term academic success.</p> <p>Scope: LEA-wide</p>		
4.6	<p>Action: Mathematics Intervention Specialist</p> <p>Need: On the 2024 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. In 2024, SED students scored 117.2 points below standard in Math, while All Students scored 95.7 points below standard.</p> <p>The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. In 2024, EL students scored 173.7 points below standard in Math (All Students: 95.7 below standard).</p>	<p>As a single-site charter school, all students at Da Vinci Design are enrolled under the same school and LEA, allowing for schoolwide access to academic supports, including Math intervention services. The Math Intervention Specialist will provide small group and individualized instruction to students in need of additional support, while also offering instructional coaching to Math teachers to strengthen Tier II and III intervention strategies across classrooms.</p> <p>While all students benefit from a schoolwide system of support, unduplicated students will be proactively identified and prioritized for targeted services. Research indicates that math intervention specialists significantly improve student achievement by delivering focused, data-informed instruction that addresses learning gaps and accelerates growth (Gersten et al., 2009). This integrated, schoolwide model ensures that all</p>	<p>DVD will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 4.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>When achievement gaps in CAASPP Math scores persist for unduplicated students, targeted math interventions become a critical component of equitable support. Unduplicated students often face academic challenges that require specialized attention. Math intervention specialists play a key role in identifying specific learning gaps and delivering individualized or small group instruction using evidence-based strategies. These targeted supports strengthen foundational numeracy skills, improve problem-solving abilities, and build academic confidence. By tailoring instruction to meet students' unique needs, these interventions promote measurable academic growth and are essential for closing achievement gaps and ensuring all students have access to rigorous and effective math instruction.</p> <p>Scope: LEA-wide</p>	<p>students have access to high-quality math instruction, while strategically allocating additional resources to those who need it most.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	Action: English Learner support course & Coordinator	To address the specific needs of EL students at Da Vinci Design, our dedicated EL Coordinator will	DVD will continue to monitor academic

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: On the 2024 CA School Dashboard, Da Vinci Design English Learner (EL) students have lower CAASPP ELA scores than the All Students results, demonstrating significant learning gaps in English Language skills for students who are not yet fluent. In 2024, DVD EL students scored 63.4 points below standard in ELA while All Students scored 4.9 above standard.</p> <p>On the 2024 CA School Dashboard, 25% of DVD EL students made progress towards English Language Proficiency, a substantial decrease of 32.1%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.</p> <p>The significant decline in the percentage of English Learner (EL) students making progress toward English language proficiency highlights an urgent need for targeted EL supports at Da Vinci Design. EL students face complex and persistent challenges, including language barriers that limit their ability to access grade-level content, engage in academic discourse, and demonstrate understanding on assessments. Without focused intervention, these barriers can widen achievement gaps and hinder long-term academic growth.</p> <p>Providing EL students with access to a dedicated EL Coordinator and a structured English Language Development (ELD) support</p>	<p>continue to monitor the progress of both current EL students and recently reclassified fluent English proficient (RFEP) students over a four-year period. In addition, English Language Development (ELD) seminars will be offered to support students actively working toward language proficiency.</p> <p>These targeted interventions are designed to meet the unique linguistic and academic needs of EL students. By focusing on both language acquisition and content mastery, these supports help students build English proficiency while simultaneously developing the skills needed to access grade-level curriculum across all subject areas, not just ELA. The EL Coordinator ensures that supports are implemented effectively by guiding data-informed instruction, coordinating services, and providing professional development for teachers. Differentiated strategies such as vocabulary development, structured academic talk, and scaffolded reading and writing instruction are emphasized to enhance comprehension and engagement.</p> <p>Together, these interventions create a cohesive support system that accelerates language development, strengthens academic performance, and narrows achievement gaps for EL students.</p>	<p>progress and access to curriculum for English Learners using disaggregated student CAASPP ELA scores and English Language Proficiency rates from Goal 3.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>course is essential to reversing this trend. An EL Coordinator can monitor student progress, ensure appropriate placement and instructional supports, and guide teachers in implementing effective strategies. An ELD support course gives students the space and instruction needed to build foundational language skills, academic vocabulary, and fluency in both written and spoken English. Together, these supports are critical to improving reclassification rates, accelerating language acquisition, and ensuring EL students are fully equipped to succeed alongside their peers.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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	59:1	
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	\$6,491,793.00	\$710,332.00	10.942%	0.000%	10.942%
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	\$1,806,385.00	\$463,365.00	\$0.00	\$136,008.00	\$2,405,758.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF
1	1.1	Course Materials and Supplies for Project-Based Learning Activities	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$22,431.00	
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	ENTIRE SCHOOL YEAR	\$10,000.00	\$0.00	\$10,000.00
1	1.3	Staff professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$222,800.00	\$18,184.00	\$212,616.00
1	1.4	Teacher preparation time and reduced student load	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	\$73,315.00	\$0.00	\$73,315.00
2	2.1	Parent/ guardian engagement & communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$22,851.00	\$7,191.00	\$26,042.00
2	2.2	Advisory curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ENTIRE SCHOOL YEAR	\$10,000.00	\$500.00	\$10,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCF
2	2.6	Assistant principal staffing	All	No			All Schools	ENTIRE SCHOOL YEAR	\$146,848.00	\$0.00	\$146,848.00
2	2.7	Additional Counseling staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$127,136.00	\$0.00	\$127,136.00
2	2.8	School Climate & Culture Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$164,559.00	\$0.00	\$164,559.00
3	3.1	Intervention and support seminar programs in English	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$37,280.00	\$12,500.00	\$49,780.00
3	3.2	English Learner support course & Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	\$15,750.00	\$0.00	\$15,750.00
3	3.3	English diagnostics/reading programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$17,370.00	\$3,094.00	\$17,370.00
3	3.4	MTSS Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$3,138.00	\$0.00	\$3,138.00
3	3.5	English Language Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$34,606.00	\$0.00	\$34,606.00
3	3.6	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$5,000.00	\$5,000.00

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
4	4.3	Multi-tiered support systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$3,137.00	\$0.00	\$3,137.00
4	4.4	Summer bridge program	All	No			All Schools	SUMMER ONLY	\$8,650.00	\$0.00	\$8,650.00
4	4.5	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$5,000.00	\$5,000.00
4	4.6	Mathematics Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	\$54,606.00	\$0.00	\$54,606.00
5	5.1	Credit recovery	All	No			All Schools	ENTIRE SCHOOL YEAR	\$0.00	\$29,174.00	\$29,174.00
5	5.2	Summer school	All	No			All Schools	SUMMER ONLY	\$10,000.00	\$0.00	\$10,000.00
5	5.3	College courses and Dual Enrollment	All	No			All Schools	ENTIRE SCHOOL YEAR	\$5,750.00	\$0.00	\$5,750.00
5	5.4	Career exploration/ CTE program, staffing, & credentialing costs	All	No			All Schools	ENTIRE SCHOOL YEAR	\$483,000.00	\$119,800.00	\$283,200.00

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
\$6,491,793.00	\$710,332.00	10.942%	0.000%	10.942%	\$788,445.00	0.000%	12.145 %	Total:	\$788,445.00
								LEA-wide Total:	\$772,695.00
								Limited Total:	\$15,750.00
								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	Staff professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$212,800.00	0.00%
1	1.5	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,315.00	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,542.00	0.00%
2	2.2	Advisory curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,500.00	0.00%
2	2.7	Additional Counseling staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,136.00	0.00%
2	2.8	School Climate & Culture Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$164,559.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Intervention and support seminar programs in English	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
3	3.2	English Learner support course & Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,750.00	0.00%
3	3.3	English diagnostics/ reading programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,370.00	0.00%
3	3.4	MTSS Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,138.00	0.00%
3	3.5	English Language Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,606.00	0.00%
4	4.1	Intervention and support seminar programs in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,616.00	0.00%
4	4.2	Math diagnostics/ math programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,370.00	0.00%
4	4.3	Multi-tiered support systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,137.00	0.00%
4	4.6	Mathematics Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,606.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,130,434.50	\$2,479,993.35

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Course Materials and Supplies for Project-Based Learning Activities	No	\$17,735.00	\$19,325.89
1	1.2	Teacher recruitment and credentialing support	No	\$2,600.00	\$2,725.00
1	1.3	Staff professional development	Yes	\$113,852.50	\$136,725.00
1	1.4	Teacher preparation time and reduced student load	No		\$0.00
1	1.5	Academic coaching support	Yes	\$67,725.00	\$54,438.98
2	2.1	Parent/ guardian engagement & communications	Yes	\$35,991.00	\$36,814.84
2	2.2	Advisory curriculum	Yes	\$10,000.00	\$10,000.00
2	2.3	Counseling staffing	No	\$232,000.00	\$233,930.40
2	2.4	Extra-curricular activities	No	\$293,000.00	\$350,523.10
2	2.5	Freshman overnigher	No	\$40,992.00	\$41,095.50
2	2.6	Assistant principal staffing	No	\$172,000.00	\$175,119.27

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	2.7	Additional Counseling staffing	Yes	\$116,000.00	\$116,965.20
2	2.8	School Climate & Culture Staffing	Yes	\$161,000.00	\$172,634.18
3	3.1	Intervention and support seminar programs in English	Yes	\$59,000.00	\$70,875.60
3	3.2	English Learner support course & Coordinator	Yes	\$10,000.00	\$10,000.00
3	3.3	11English diagnostics/ reading programs	Yes	\$27,850.00	\$28,641.00
3	3.4	MTSS Supports	Yes	\$11,500.00	\$11,500.00
3	3.5	English Language Intervention Specialist	Yes	\$28,500.00	\$38,674.91
3	3.6	PSAT/SAT test and prep course fees	No	\$5,000.00	\$4,861.12
4	4.1	Intervention and support seminar programs in mathematics	Yes	\$59,000.00	\$62,740.60
4	4.2	Math diagnostics/ math programs	Yes	\$50,350.00	\$51,277.36
4	4.3	Multi-tiered support systems	Yes	\$2,000.00	\$3,659.00
4	4.4	Summer bridge program	No	\$10,000.00	\$10,950.00
4	4.5	PSAT/SAT test and prep course fees	No	\$5,000.00	\$4,861.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.6	Mathematics Intervention Specialist	Yes	\$28,500.00	\$38,674.91
5	5.1	Credit recovery	No	\$25,300.00	\$25,900.00
5	5.2	Summer school	No	\$10,000.00	\$36,950.00
5	5.3	College courses and Dual Enrollment	No	\$5,750.00	\$5,750.00
5	5.4	Career exploration/ CTE program, staffing, & credentialing costs	No	\$529,789.00	\$724,380.37

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)
\$688,262.00	\$617,181.00	\$689,043.66	(\$71,862.66)	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	Staff professional development	Yes	\$91,465.00	\$127,680.00	0.00%	0.00%
1	1.5	Academic coaching support	Yes	\$67,725.00	\$54,438.98	0.00%	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	\$32,491.00	\$33,179.84	0.00%	0.00%
2	2.2	Advisory curriculum	Yes	\$10,000.00	\$10,000.00	0.00%	0.00%
2	2.7	Additional Counseling staffing	Yes	\$116,000.00	\$116,965.20	0.00%	0.00%
2	2.8	School Climate & Culture Staffing	Yes	\$161,000.00	\$172,634.18	0.00%	0.00%
3	3.1	Intervention and support seminar programs in English	Yes			0.00%	0.00%
3	3.2	English Learner support course & Coordinator	Yes	\$10,000.00	\$10,000.00	0.00%	0.00%
3	3.3	11English diagnostics/ reading programs	Yes	\$16,500.00	\$25,164.00	0.00%	0.00%
3	3.4	MTSS Supports	Yes			0.00%	0.00%
3	3.5	English Language Intervention Specialist	Yes	\$28,500.00	\$38,674.91	0.00%	0.00%
4	4.1	Intervention and support seminar programs in mathematics	Yes	\$22,000.00	\$27,253.28	0.00%	0.00%
4	4.2	Math diagnostics/ math programs	Yes	\$33,000.00	\$34,378.36	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	4.3	Multi-tiered support systems	Yes			0.00%	0.00%
4	4.6	Mathematics Intervention Specialist	Yes	\$28,500.00	\$38,674.91	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)
\$6,325,942.00	\$688,262.00	0.000%	10.880%	\$689,043.66	0.000%	10.892%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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