LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Science High School
CDS Code: 19768690119016
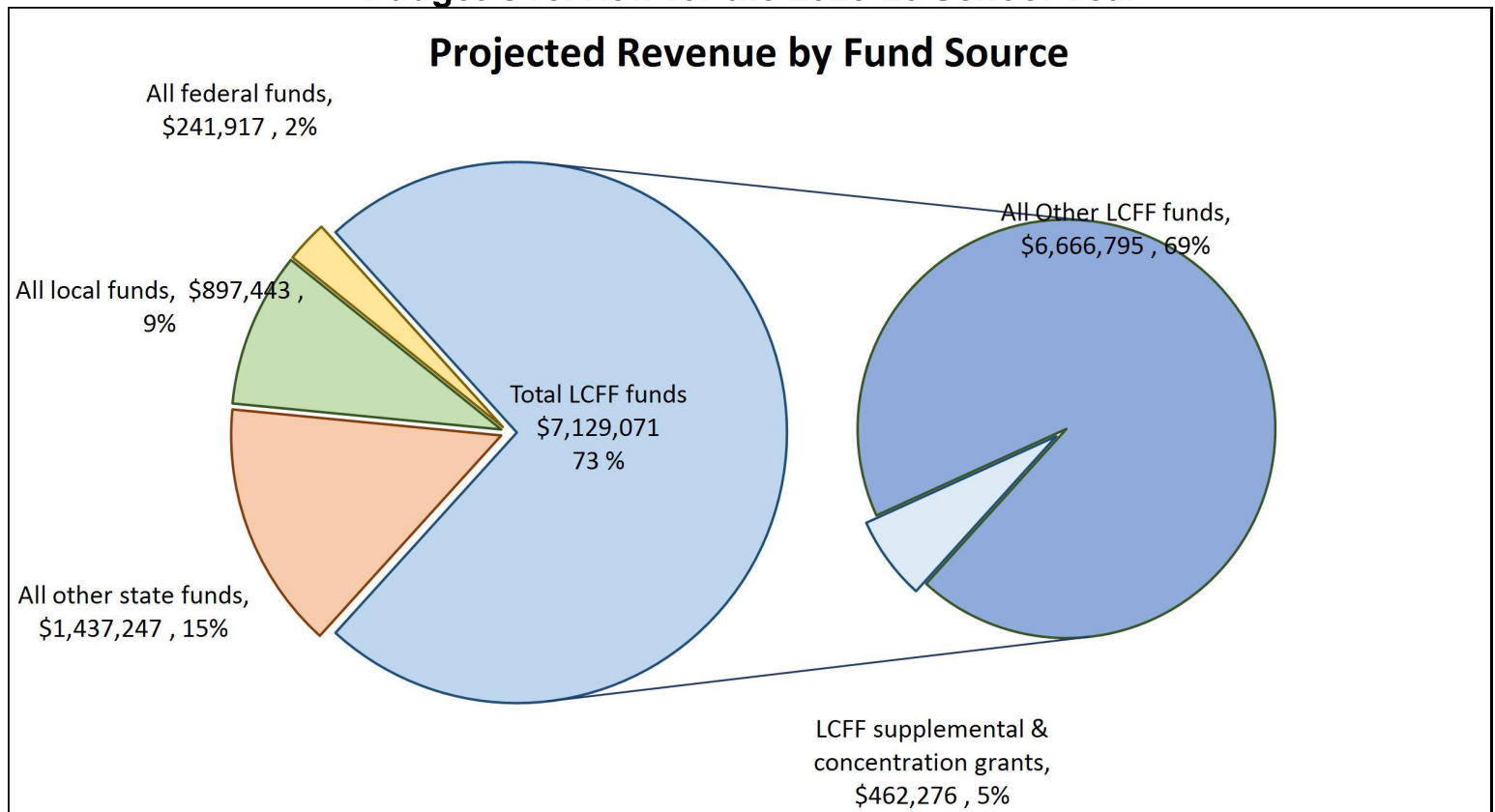School Year: 2025-26
LEA contact information:
Grace Long
Principal

310-725-5800

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

All federal funds, $241,917 , 2%

All Other LCFF funds, $6,666,795 , 69%

All local funds, $897,443 , 9%

Total LCFF funds $7,129,071 73 %

All other state funds, $1,437,247 , 15%

LCFF supplemental & concentration grants, $462,276 , 5%

This chart shows the total general purpose revenue Da Vinci Science High School 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 Science High School is $9,705,678, of which $7,129,071 is Local Control Funding Formula (LCFF), $1,437,247 is other state funds, $897,443 is local funds, and $241,917 is federal funds. Of the $7,129,071 in LCFF Funds, $462,276 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

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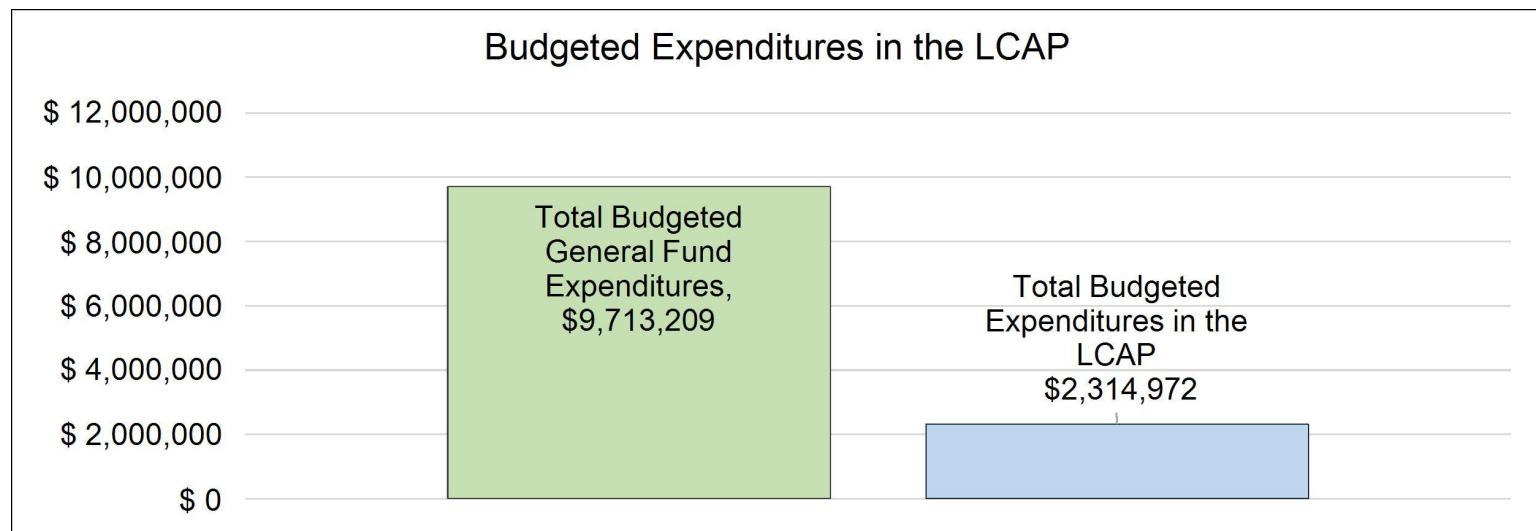
This chart provides a quick summary of how much Da Vinci Science High School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Da Vinci Science High School plans to spend $9,713,209 for the 2025-26 school year. Of that amount, $2,314,972 is tied to actions/services in the LCAP and $7,398,237 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
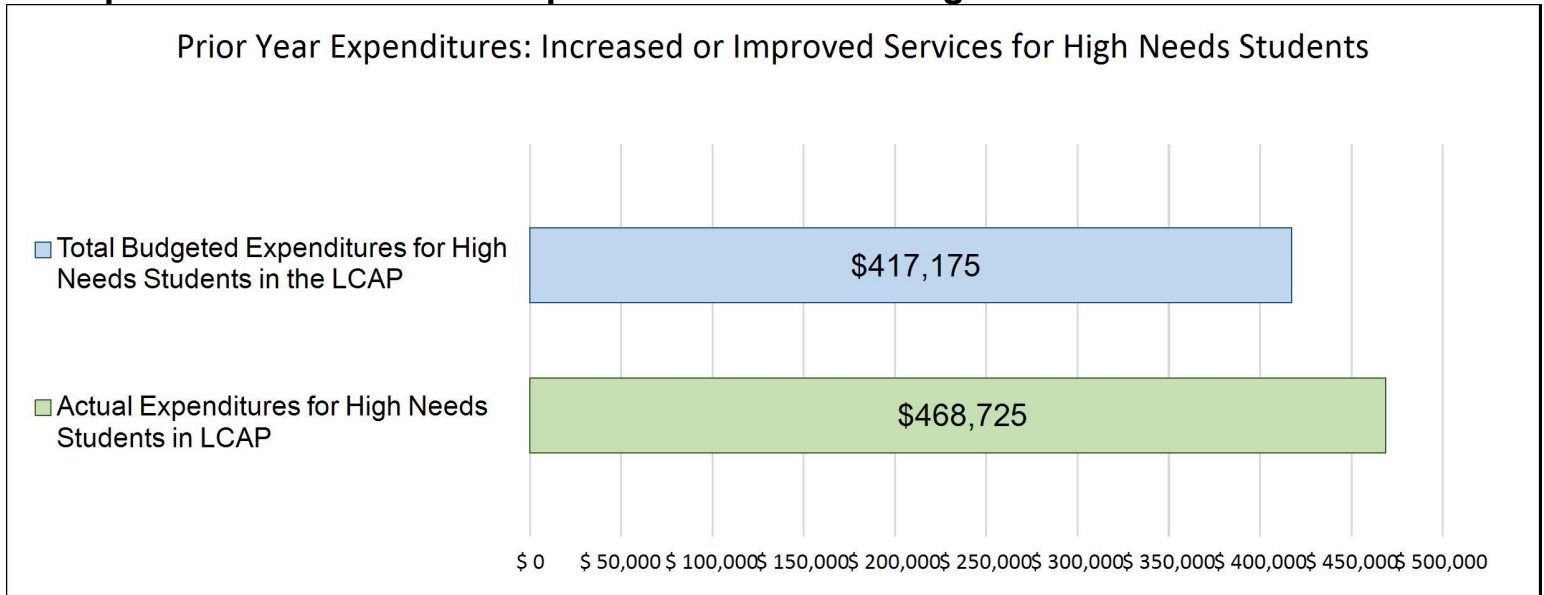
Operational Expenses including but not limited to CMO & Financial Service Provider Fees, plus IT, District Oversight, Communications, Legal, Payroll, Insurance, Depreciation, Meal Program & Custodial Expenses are not included in the LCAP.

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

In 2025-26, Da Vinci Science High School is projecting it will receive $462,276 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Science High School must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Science High School plans to spend $465,758 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$417,175**

☐ Actual Expenditures for High Needs Students in LCAP: **$468,725**

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000 $ 450,000 $ 500,000

This chart compares what Da Vinci Science High School 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 Science High School 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 Science High School's LCAP budgeted $417,175.00 for planned actions to increase or improve services for high needs students. Da Vinci Science High School actually spent $468,725 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 Science High School	Grace Long Principal	glong@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 Science High School (DVS) is a public, nonprofit charter high school chartered by the Wiseburn School District. Da Vinci Science was created due to the demand for more high-quality high schools in the South Bay (Hawthorne, Lawndale, Torrance, and neighboring areas). DVS opened on August 18, 2009, serving approximately 190 students in 9th grade and 60 students in 10th grade. Now at full capacity, DVS serves approximately 550 students in grades 9-12.

Located at 201 N. Douglas Street in El Segundo, DVS draws students from the Wiseburn community and 56 zip codes across Los Angeles County. The school emphasizes STEM education through project-based learning, social-emotional development, and a "people first" mindset. Its guiding mantra, "This is H.O.M.E." — Honesty, Opportunity, Mindset, and Empathy — reflects a commitment to diversity, equity, and inclusion. Da Vinci Science is part of the community in close proximity to several major STEM-focused businesses and corporations (Science, Technology, Engineering and Math) companies such as Northrop Grumman, Raytheon, Boeing, Chevron, ComDev USA, Computer Science Corporation, and SpaceX). The school capitalizes on this opportunity by industry partners work directly with their students and teachers.

DVS follows a community school model, combining a rigorous STEM-focused curriculum with real-world learning. All students take UC/CSU-approved college prep courses and can choose from three career pathways: Civil Engineering, Biomedical Science & Engineering, and Mechanical Engineering. Career Technical Education (CTE) courses, along with the Real World Learning program, provide internships, mentorships, and industry partnerships. DVS has earned recognition for excellence, including the ASEE Excellence in Engineering Education Award and California Distinguished School status in 2024. DVS was last accredited by WASC in March 2019 and reaffirmed in January 2022.

The DVS student body reflects the full socio-economic and cultural diversity of the local area and the state of California. The school admits students based on an open lottery process with priority given to residents of the Wiseburn School District, siblings of current students, and children of DVS faculty and founding partners.

Reflections: Annual Performance

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

Da Vinci Science is proud of the school culture that has sustained high levels of student and parent satisfaction alongside student academic growth over 4 years and high college acceptance rates. DVS plans to build on that success by continuing in our professional development, particularly in our respective content areas. Da Vinci Science was name a California Distinguished School in 2024 and earned six-year WASC accreditation following a comprehensive review during the 2024-2025 school year. Overall, the California Dashboard performance indicators showed blue for Graduation Rates and College and Career indicators and green for English and Math performance. in 2024, 81% of students were at or above standards in ELA and 48% at or above standards in Math. DVS performance indicators for suspension showed orange due to the increase of 0.8% student to 1.6% of students. Vape detectors were installed in bathrooms to increase student safety. Student engagement and positive attendance have increased this year to an average of 96% attendance. Da Vinci Science continues to offer a robust, relevant, and rigorous curriculum that is centered around project based curriculum and real-world learning. Da Vinci Science continues with ongoing industry partners through the CTE Advisory Board. College and industry partnerships include Cal Poly San Luis Obispo, Gensler, Northrop Grumman, Torrance Memorial Medical Center, and UCLA Health, and many more.

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 DVS, students are at the center of every decision. We have several avenues in which we receive student feedback and input. At the end of every semester, individual classes as well as school-wide, we have student feedback surveys. These surveys include a variety of aspects, including curriculum, school safety, school culture, bell schedule, etc. In addition, students are selected to represent each grade level to be interviewed by administration. Students give warm and cool feedback to courses and school programs. We also have student cohesion group that meets monthly to provide input to school program and LCAP goals. Students are also members of our Parent Advisory Committee and Student Board.
Parents	We engage parents and guardians as educational partners through consistent communication via newsletters, blogs, emails, etc. We host back-to-school nights and beginning-of-the-year meetings to foster connections with families. Informational meetings help families understand the school, and instructional materials are easily accessible through Canvas. Our open-door policy ensures administrators are readily available, while Parent Educator Conferences and counseling workshops provide valuable education opportunities. There are monthly "DVS Family Coffees" where parents are encouraged to join on campus or on zoom to ask questions and give input to school policies and programs. The Parent Advisory group supports and provides input on school events. The Parent Advisory Committee plays an integral part of our LCAP process.

Educational Partner(s)	Process for Engagement
	Parents provide input and feedback on all goals, actions, and metrics in the LCAP.
Staff (teachers, counselors, academic coaches, classified staff)	We engage staff as educational partners by providing 20 days of professional development each year and actively seeking their input on the annual calendar. We have a "Cohesion Team" where staff meets bi-weekly for collective decision-making, input in school programs, and collaborative problem-solving. DVS also has an MTSS team with the purpose of meeting the needs of diverse learners, including under-represented populations, language learners, and students in need of additional academic and social, emotional learning support. The evaluation process encourages self-reflection and bi-annual meetings with administrative evaluators, promoting continuous growth. With an open-door policy, administrators remain accessible, and staff are honored as professionals, enjoying significant autonomy, such as designing project-based curricula.
Professional Partners	We engage professional partners to support staff with relevant curriculum guidance and project ideas. Our industry partners also work directly with students and serve as mentors in the various CTE pathways. Industry partners also provide internships for real world learning experiences. Professional partners frequently come in as guest speakers and project mentors. These industry professionals assist in project design and the development of real-world learning curricula, enriching our career technical education pathway offerings. They also participate in community-building events, fostering strong connections between students and the professional world, and ensuring that our educational programs are relevant and impactful.

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

The Parent Advisory Committee (consists of administrators, teachers, staff, parents, and students) convened once a month to review LCAP goals, student and parent surveys, and school-wide data.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Da Vinci Science 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.

DVS 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), DVS employed 27 Teaching FTE (Full	In the 2022-23 school year (most recent TAMO data available), DVS employed 26.5		100% of teachers are properly assigned.	Maintained at 95%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card (SARC)	Time Equivalencies). 93.31% were classified as Clear, and 2.26% required no authorization (N/A), for a total of 95.57% of teachers assigned appropriately. 4.44% of teachers were classified as misassignments, or "ineffective" under ESSA.	Teaching FTE (Full Time Equivalencies). 95.33% were classified as Clear, and assigned appropriately. 4.63% of teachers were classified as misassignments, or "ineffective" under ESSA.			
1.3	Teacher reflections and evaluations	100% of teachers are participating in a reflective evaluation process.	100% of teachers are participating in a reflective evaluation process.		96% of teachers will participate in a reflective evaluation process and earn a positive score on the instructional practices section.	Maintained at 100%.
1.4	Teacher professional development ratings	On the 2023-24 annual staff survey, 93% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 90% positively to questions on the Professional Learning Environment.	On the 2024-25 annual staff survey, 98% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 97% positively to questions on the Professional Learning Environment.		Staff will continue to provide at least 90% positive feedback on professional learning opportunities at DVS.	Increase of 5% for Professional Learning Process & Practices. Increase of 7% for Professional Learning Environment.
1.5	Success in academic curriculum	97% of students achieved a 2.0 or above	In 2024-25, 97% of students achieved		85% of students will remain above	Increased 3% for Fall.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		unweighted GPA in Fall 2023, and 94% of students earned a above a 2.0 in Spring 2024.	a 2.0 or above unweighted GPA in Fall 2024, and 96% of students earned a above a 2.0 in Spring 2025.		a 2.0 unweighted GPA each semester.	
1.6	Targeted academic intervention	100% of students in need of intervention in Fall 2023 had academic supports in place prior to Spring 2024.	100% of students in need of intervention in Fall 2023 had academic supports in place prior to Spring 2025.		100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.	Maintained at 100%.
1.7	Specialized academic plans	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.		100% of students with existing specialized academic plans (IEPs/504s) will have plans in place and communicated to teachers within 30 days of enrollment.	Maintained at 100%.
1.8	CA Facilities Inspection Tool (FIT) results, as reported in the Student Accountability Report Card (SARC)	The school is safe, clean and well maintained per January 2024 facilities inspection overall rating of 'Exemplary.'	The school is safe, clean and well maintained per January 2025 facilities inspection overall rating of 'Exemplary.'		Overall annual facilities inspection rating will remain Good or Exemplary.	Maintained at Exemplary.
1.9	School Safety: student survey results	DVS had 93% positive student ratings (Very Safe/ Safe/ Neutral) on the Fall 2023 survey	DVS had 85% positive student ratings (Strongly Agree/Agree) on the Fall 2024		At least 95% of students will report feeling safe at school.	Decline of 8%.

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

Goal Analysis [2024-25]

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

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

The implementation of Goal 1 has largely followed the planned actions with strong fidelity. All students have maintained full access to instructional materials in both print and electronic formats, and all teachers continue to participate in reflective evaluation processes. The school has sustained a high percentage of teachers properly assigned with appropriate credentials, though there remains a small percentage of misassignments that the school continues to monitor. Staff participation and satisfaction in professional development have notably increased, reflecting success in providing meaningful and supportive learning environments for educators. Specialized academic supports for students with IEPs and 504 plans have consistently been in place within the expected timeframes. Facilities remain safe, clean, and well-maintained with exemplary ratings. One challenge experienced is a decline in student-reported feelings of safety, dropping from 93% to 85%, indicating an area needing focused attention in upcoming years.

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 have been no significant material differences between budgeted expenditures and estimated actual expenditures for Goal 1 actions. Resources have been allocated efficiently to sustain instructional materials, professional development, academic interventions, and facility upkeep. The consistent delivery of these services suggests that the planned percentages of improved services closely match the actual percentages achieved, particularly in areas like instructional access, teacher evaluation participation, and academic supports. Any minor budget variances did not adversely affect the effectiveness of the actions.

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

The specific actions implemented under Goal 1 have proven effective in maintaining strong educational foundations. The consistent 100% availability of instructional materials and full participation in teacher evaluations ensure quality instruction. Increased positive staff feedback on professional development indicates an enhanced learning environment for educators, which positively influences student outcomes. The high percentages of students maintaining a 2.0 or higher GPA and receiving timely academic supports demonstrate that students are being well supported academically. Additionally, the exemplary facilities rating supports a conducive learning environment. However, the decrease in students feeling safe at school signals a need to evaluate and improve safety measures to ensure student well-being aligns with other successes.

1.1 Course Materials

This action has been highly effective. For two consecutive years, 100% of students have had access to instructional materials in either print or electronic format. This consistency ensures equitable access to the curriculum for all students and supports strong academic performance across the school.

1.2 Teacher Recruitment and Credentialing Support
This action has been moderately effective. While the percentage of appropriately assigned teachers has increased slightly year-over-year (from 93.31% to 95.33%), a small portion of misassignments (approximately 4.6%) still remains. Continued support for Induction and credential transfer processes appears to be yielding improvement, but additional efforts are needed to reach the 100% target.

1.3 Teacher Professional Development
This action has been highly effective. Staff satisfaction with professional development significantly increased, with 98% of staff responding positively to professional learning practices and 97% to the learning environment—up from 93% and 90%, respectively. These results indicate that professional development is well-aligned with teacher needs and contributes to effective instructional practices.

1.4 Extra Period Stipends
This action supports a strong model of collaborative planning and targeted student support. Academic success data reflects its effectiveness: 97% of students earned a 2.0 GPA or higher in Fall 2023, and 94% in Spring 2024—exceeding the 85% target. The additional prep and collaboration time clearly contributes to curriculum development and personalized student support.

1.5 Academic Coaching Support
This action has been fully effective. The school met its goal of ensuring 100% of students in need of academic intervention in Fall 2023 had supports in place by Spring 2024. This includes prioritized assistance for unduplicated students, affirming that academic coaching is successfully targeted and impactful.

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 on prior practice, there will be no significant changes to the core goal or metrics, as most targets have been met or maintained successfully. The focus will remain on bolstering existing practices around instructional materials, teacher support (including Marzano mastery training), and academic interventions. However, recognizing the decline in student safety perceptions, additional actions will be introduced to enhance school safety and student well-being, such as increased student engagement in safety planning and stronger communication around safety policies. The goal metrics and outcomes will continue to monitor these aspects to ensure progress in this area alongside continued academic success.

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	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$51,270.00	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.	$7,500.00	No
1.3	Teacher professional development	Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met.	$11,120.00	No
1.4	Extra Period Stipends	Teachers at DVS have double the preparation time as a teacher in a traditional 5 out of 6 period model. This model allows for collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum.	$10,000.00	No
1.5	Academic coaching support	Students will have access to academic coaching and tutoring supports as needed to support their academic success. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$50,617.00	Yes

Goals and Actions

Goal

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Attendance at Student Led Conferences	The number of parents attending student led conferences was higher than 90% as measured by teacher feedback.	The number of parents attending and engaging in student led conferences were above 90%. SLC Fall 2024: 95.8% SLC Spring 2025: 97.6%		The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Maintained above 90%.
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 72% of families responded	Fall 2024 parent surveys show that 88% of families		At least 85% of families believe that DVS is Good,	Increase of 16%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		positively (Strongly Agree/Agree) that DVS involves parents in decision-making processes.	responded positively (Strongly Agree/Agree) that DVS involves parents in decision-making processes.		Very Good, or Excellent at involving parents in decision-making processes.	
2.3	Parent Participation in programs for unduplicated pupils	Fall 2023 parent survey responses to the question: 'I feel welcome to participate at this school' are 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 87% 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 DVS.	LOTE: 5% Decline. SED: 3% Increase.
2.4	Average Daily Attendance (ADA)	DVS ADA for 2023-24 was 94.43%.	DVS ADA for 2024-25 was 94.91%.		DVS ADA will remain above 95%.	Increase of 0.48%.
2.5	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 0.9% of students were suspended at least once, maintaining with a change of 0% from the previous year for a Green color rating overall.	On the 2024 CA Dashboard, 1.6% of students were suspended at least once, with an increase of 0.8% from the previous year for an Orange color rating overall.		DVS will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard.	Increase of 0.8%.

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, .5% of SED students were suspended at least once, maintaining from the previous year for a Blue color rating overall. DVS had fewer than 11 EL students in 2022-23, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	On the 2024 CA Dashboard, 2% of SED students were suspended at least once, an increase of 1.5% from the previous year for an Orange color rating overall. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.		DVS will maintain a Blue or Green rating for both SED and EL student groups for the Suspension Rate indicator on the CA School Dashboard.	SED: 1.5% Increase. EL: Data not available.
2.7	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 83% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section section of the survey.	On the Fall 2024 student survey, 90% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section section of the survey.		More than 80% of respondents choose 'Agree,' or 'Strongly Agree' on the 5 question Diversity & Inclusion section of the annual student survey.	Increase of 7%.
2.8	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 74% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 78% 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 4%.

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.

Overall, Goal 2 was implemented as planned, with continued emphasis on creating a student-centered, inclusive, and supportive learning environment while actively engaging families. The planned actions—ranging from Student-Led Conferences to inclusive parent outreach, equity-driven student support systems, and culture-building initiatives—were carried out with high fidelity. One notable success is the increase in parent involvement in decision-making, which rose from 72% to 88% positive feedback on surveys. This reflects intentional actions taken to better engage families through forums, surveys, and direct communication. However, some challenges did emerge. Although socioeconomically disadvantaged (SED) families reported feeling more welcomed (a 3% increase), families whose primary language is other than English (LOTE) showed a 5% decrease in this area. Additionally, suspension rates increased from 0.9% to 1.6% overall, moving the school from a Green to an Orange Dashboard rating. The suspension rate among SED students also rose significantly (from 0.5% to 2%). These challenges highlight the need for deeper, more culturally responsive supports and interventions, especially for our most vulnerable students.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 2. Actions such as Student-Led Conferences, parent engagement initiatives, survey distribution and analysis, and equity support structures were executed within the planned financial scope. Likewise, the planned percentage of improved services for unduplicated students was met through targeted outreach, inclusion in programs, and personalized supports—especially for SED families—though outcomes indicate that additional refinements are needed for English learner families and discipline practices.

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

Most actions were effective in moving toward the intended outcomes of a student-centered, inclusive school climate. Parent involvement in decision-making improved significantly (+16%), and SED family engagement increased slightly (+3%). Student feedback also showed notable improvement in Diversity & Inclusion (+7%) and moderate gains in School Community & Connectedness (+4%), indicating that cultural responsiveness and inclusive practices are resonating with students. However, the increase in suspension rates among all students, and particularly among SED students (+1.5%), is an area of concern. These data suggest that while overall community and inclusion efforts are improving, some disciplinary responses may not yet reflect restorative or equity-centered practices that we hope to achieve.

2.1 – Parent/Guardian Engagement & Communications

This action has shown strong effectiveness, as seen in the increase from 72% to 88% of families who felt involved in decision-making processes. Parent participation in programs for socio-economically disadvantaged families also improved. However, a slight decline among families whose primary language is not English suggests a need to strengthen outreach strategies for this group while continuing successful communication practices overall.

2.2 – Advisory Curriculum
The advisory program continues to support student engagement and connectedness, contributing to the increase in student perception of diversity and inclusion (from 83% to 90%) and a modest rise in feelings of school connectedness (from 74% to 78%). While the target of 80% for connectedness has not yet been met, the upward trend suggests the advisory curriculum is having a positive impact and should be further refined and reinforced.

2.3 – Extracurricular Activities Including Freshman Overnighter
These initiatives contribute positively to student morale and school culture. While specific metrics directly tied to this action aren't broken out, the increases in student survey data on inclusion and connectedness imply these programs are helping foster a sense of belonging. Continued investment in extracurriculars and culture-building events is recommended.

2.4 – Counseling Staffing
Maintaining a low student-to-counselor ratio appears to be a strong support for students, particularly in academic and socioemotional areas. Despite an increase in suspension rates, particularly among socio-economically disadvantaged students, the presence of accessible counselors provides a foundation for responsive interventions and deeper implementation of supports.

2.5 – Administrative Staffing – Assistant Principal
The AP's involvement in discipline, attendance, and academic support has had mixed results. While student and parent survey data reflect positive climate outcomes, the rise in suspension rates (from 0.9% to 1.6%)—especially for SED students (from 0.5% to 2%)—indicates a need to strengthen existing disciplinary strategies and deepen restorative practices under the current leadership structure.

2.6 – Professional Development
Ongoing training in restorative practices, DEI, and culturally relevant pedagogy will continue to be a part of our work. Although these practices are not directly reflected in all metrics, student perceptions of diversity and inclusion improved significantly, and survey results suggest a generally supportive school culture. Continued PD in these areas will be essential to address the discipline data and improve equity-based outcomes.

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 data, DVS will continue with the current goal and metrics for Goal 2, with no new actions added. However, we will focus on strengthening and improving existing practices to address areas of need. For example, while family engagement overall remains strong, the decline in the percentage of families whose primary language is not English feeling welcome indicates a need to bolster our current communication and outreach strategies for these groups. Similarly, the increase in suspension rates, particularly among

socioeconomically disadvantaged students, will be addressed through deeper implementation of existing restorative practices and staff training already in place. Efforts to build school connectedness and inclusivity will also continue, with a renewed focus on maximizing the impact of current advisory programs, student activities, and classroom culture-building strategies. These refinements aim to enhance the effectiveness of what is already working, ensuring continued progress toward creating a school environment that is inclusive, student-centered, and supportive for all educational partners.

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 Science will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	$23,282.00	No
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. 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.	$4,375.00	No
2.3	Extra-curricular activities including freshman Overnighter	Students will have community dialogues that increase student morale. Extracurricular programs, athletics, and stipends or hourly wages for adults running programs will be offered. Freshmen students will participate in an overnighter trip prior to entering DVS to increase their connectedness to the school culture.	$416,101.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Counseling Staffing	Counselors will support students more effectively with a lower student to counselor ratio. DVS will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVS ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.	$418,890.00	Yes
2.5	Administrative Staffing- AP	To ensure the academic success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues. Administrators will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Da Vinci Science seeks to maintain positive school climate, parent and student engagement. Data gathered from surveys was used to reflect and improve school programs. Reports from the survey will be made public to parents. Specifically, the school will make greater effort to reach out to families whose first language is not English, socio-economically disadvantaged families, and families who do not regularly interact with the school.	$149,728.00	Yes
2.6	Professional Development	Opportunities for staff to engage in professional development (consultants, trainings, conferences) in restorative practices, diversity/equity/inclusion, and culturally relevant instruction practices.	$2,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard: English Language Arts	On the 2023 CA School Dashboard, DVS students scored 93.9 points above standard in ELA, a decrease of 11.4 points from the	On the 2024 CA School Dashboard, DVS students scored 80.5 points above standard in ELA, a decline of		DVS will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.	Decline of 13.4 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.	13.4 points from the year before, for a Green overall dashboard rating.			
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 CA School Dashboard, our 44 SED students at DVS scored 59.6 points above standard in English, a decrease of 20.8 points from the year before for a Green overall dashboard rating. DVS had no 11th grade EL students in 2023, so no scores for EL students were reported on the CA Dashboard.	On the 2024 CA School Dashboard, our 51 SED students at DVS scored 57.5 points above standard in English, a decline of 2.2 points from the year before for a Green overall dashboard rating. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.		DVS will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.	SED: Decline of 2.2 points. EL: no data available.
3.3	PSAT Evidence-Based Reading and Writing (ERW): 11th grade college readiness	In Fall 2023, 76% of the 147 juniors in the 2025 cohort met the benchmark on their ERW PSAT, and 10% of students were approaching benchmark, demonstrating that 85% of juniors were on track for college readiness in English.	In Fall 2024, 65% of the 121 juniors in the 2026 cohort tested met the benchmark on their ERW PSAT, and 13% of students were approaching benchmark, demonstrating that 78% of juniors		PSAT Evidence-Based Reading and Writing (ERW) Met & Approaching benchmark scores will maintain at a rate higher than 75%.	Met Benchmark: 11% Decline. College Ready: 8% Decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were on track for college readiness in English.			
3.4	PSAT Evidence-Based Reading and Writing (ERW): 12th grade college readiness growth and achievement	DVS 2024 cohort growth: 100 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT ERW mean benchmark score of 500-530 with a mean score of 520, a 40 point increase from the previous year. They also met the college readiness benchmark of 460 for the PSAT ERW. The 2024 cohort also met the projected mean score of 520-560 for the Spring 2023 SAT with a score of 560, and also met the overall SAT ERW college readiness benchmark of 480 on their Spring 2023 SAT tests.	DVS 2025 cohort ERW growth: PSAT 9 to PSAT 10 (113 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: -10 PSAT 10 to PSAT 11 (110 students) Projected Mean Score: Met College Readiness: Met Mean score change: +40 PSAT 11 to SAT 12 (39 students) Projected Mean Score: Met College Readiness: Met Mean score change: +130		DVS students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.	PSAT 9 to PSAT 10: -10 points PSAT 10 to PSAT 11: +40 points PSAT 11 to SAT 12: +130 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CA Dashboard: English Learner Progress Indicator (ELPI)	On the 2023 CA School Dashboard, DVS did not have English Learner Progress scores reported. DVS had fewer than 11 EL students in 2022-23, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	On the 2024 CA School Dashboard, DVS did not have English Learner Progress scores reported. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.		DVS will annually improve or maintain ELPI scores to earn Blue or Green ratings for English Learner Progress on the CA School Dashboard.	No data available.

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.

Overall implementation of Goal 3 was consistent with the original plan. Da Vinci Science continued to emphasize a broader, more holistic approach to assessing student success in English Language Arts, incorporating both state testing (CAASPP) and college-readiness measures (PSAT and SAT). Data collection and tracking across multiple grade levels allowed for an in-depth look at student progress over time. A key success was the comprehensive use of the formative NWEA MAP assessments to assess student growth and achievement within the year, and growth in some PSAT cohorts (e.g., +40 from PSAT 10 to PSAT 11, and +130 from PSAT 11 to SAT 12) demonstrated meaningful academic progress. An ongoing data challenge for this Goal is the small number of English Learner (EL) students enrolled, which limited the school's ability to report official CA Dashboard data on English Learner Progress. The school also recognizes the decline in ELA performance on both the CAASPP and PSAT across most student groups, which points to the need for strengthened instructional and support strategies moving forward.

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

There were no material differences between budgeted expenditures and estimated actual expenditures for Goal 3. The planned expenditures were successfully allocated toward PSAT/SAT administration, data analysis tools, and instructional support in alignment with the goal.

Because the services were implemented as planned and all student groups had access to the assessments and supports, the percentage of improved services for unduplicated pupils remained aligned with initial projections. No significant deviations occurred from planned percentages of improved services.

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

The actions implemented under Goal 3 have shown mixed effectiveness in promoting student achievement in English Language Arts. On one hand, DVS maintained a Green rating on the CA School Dashboard for overall ELA performance and for socioeconomically disadvantaged (SED) students, suggesting that core instruction and supports remain strong. However, there were notable declines in performance across several key metrics. Overall ELA scores declined by 13.4 points, and the percentage of 11th graders meeting the PSAT ERW benchmark dropped from 76% to 65%, with an overall 8% decline in students demonstrating college readiness. While positive growth was observed from PSAT 10 to PSAT 11 and again from PSAT 11 to SAT 12 in the 2025 cohort, the initial drop from PSAT 9 to PSAT 10 (-10 points) indicates a need for stronger foundational instruction and intervention in earlier grades. The lack of reportable ELPI data continues to be a challenge, limiting visibility into English Learner progress. These results suggest that while the multi-year, multi-metric approach to ELA readiness is valuable, greater attention is needed in early intervention, alignment to college readiness benchmarks, and targeted support for English Learners to achieve the full impact of the goal.

3.1 – Intervention and support classes in ELA
Intervention courses were offered to students in need, with intentional support for unduplicated students. However, the data suggests these supports had limited impact, as ELA scores declined across the board, including a 13.4-point drop in overall ELA performance on the CA Dashboard and an 11% drop in juniors meeting the PSAT ERW benchmark. This indicates a need to reassess the alignment and consistency of intervention strategies to better support students earlier in their academic journey.

3.2 – Software for diagnostic testing and instructional support in ELA
NWEA MAP diagnostic tools were used to identify student needs and guide instruction, but the overall decline in performance suggests that diagnostic data could have been leveraged more effectively to close gaps in learning. The drop in readiness from PSAT 9 to PSAT 10 (-10 points) also suggests a need to strengthen how diagnostic and formative insights are translated into meaningful instructional adjustments. DVS will move forward with implementing IAB and FIAB

3.3 – Multi-Tiered Student Supports (MTSS)
The MTSS team coordinated supports for students with stipends provided to staff. While MTSS structures were maintained, the limited progress for key subgroups, especially early in the high school pipeline, suggests that additional training or targeted strategies may be needed to make these systems more responsive and impactful.

3.4 – Summer Bridge Programs
While the Summer Bridge Program continued to support students with low ELA performance, the data doesn't indicate a strong correlation between participation and improved early outcomes in ELA, as shown by the PSAT 9 to PSAT 10 score decline. Additional monitoring and alignment with school-year instruction may improve the long-term effectiveness of this program.

3.5 – PSAT/SAT test and prep course fees

Free PSAT/SAT prep courses continued to be offered to students, which likely contributed to the substantial growth seen from PSAT 10 to PSAT 11 (+40 points) and from PSAT 11 to SAT 12 (+130 points) in the 2025 cohort. These data points suggest that this action is one of the more effective strategies in the goal and should be continued and possibly expanded.

3.6 – English Language Learner Coordinator and Support
The lack of reportable ELPI data for two consecutive years made it difficult to assess the full impact of this action. However, maintaining a dedicated ELL Coordinator and funding for ELD seminars remains a critical foundation, especially given the importance of tracking both current EL and RFEP students. Continued investment is essential, but greater visibility and evaluation are needed to ensure support strategies are translating to measurable growth.

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 reflection and analysis of this year's data, several refinements will be made to the planned actions for the coming year, though the overall goal and target outcomes will remain the same. One key change involves increasing support for 9th and 10th grade students in English Language Arts, as data from PSAT testing indicated a decline from PSAT 9 to PSAT 10. This suggests a need for earlier and more targeted intervention to ensure students are building the foundational literacy skills required for later academic success and college readiness. Additionally, academic supports and interventions will be more intentionally aligned to PSAT benchmarks to assist students who are approaching but not yet meeting expectations. While the school remains committed to a holistic and multi-metric approach to measuring student success in ELA, these adjustments will better address observed gaps and ensure more consistent growth across all grade levels and student subgroups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention and support classes in ELA	Students in need of ELA 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 English courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$44,599.00	Yes
3.2	Software for diagnostic testing	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be provided diagnostic tests in ELA as soon as possible after they enroll to identify present reading and English language	$6,377.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and instructional support in ELA	skills levels. Diagnostic tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.		
3.3	Multi-Tiered Student Supports	Staff (teachers, academic coaches, counselors) receive stipends to coordinate student support systems as a part of the DVS MTSS Team.	$15,000.00	Yes
3.4	Summer Bridge Programs	The summer bridge program is intended primarily to serve students who demonstrate low levels of performance in ELA and Math, the cost of summer bridge is covered under other goals and actions in this LCAP.		No
3.5	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, SAT/ACT prep courses offered free of charge to students on weekends and during summer.	$16,700.00	No
3.6	English Language Learner and Coordinator and Support	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.	$2,875.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Da Vinci Science 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, DVS students scored 11.7 points above standard in Math, a decline of 13.8 points from the year before, for a Green	On the 2024 CA School Dashboard, DVS students scored 3.7 points above standard in Math, a decline of 8.1 points from the		DVS will maintain a Blue or Green rating in Mathematics on the CA School Dashboard.	Decline of 8.1 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	year before, for a Green overall dashboard rating.			
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 CA School Dashboard, our 45 SED students at DVS scored 9.9 points below standard in Math, a decrease of 13.2 points from the year before for a Yellow overall dashboard rating. DVS had no 11th grade EL students in 2023, so no scores for EL students were reported on the CA Dashboard.	On the 2024 CA School Dashboard, our 45 SED students at DVS scored 43.5 points below standard in Math, a decline of 33.7 points from the year before for a Yellow overall dashboard rating. DVS had fewer than eleven 11th grade EL students in 2023-24, so no scores for EL students were reported on the CA Dashboard.		DVS will annually improve CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED: Decline of 33.7 points. EL: No data available.
4.3	PSAT Math: 11th grade college readiness	In Fall 2023, 41% of the 147 juniors in the 2025 cohort met the benchmark in Math, and 16% of students were approaching benchmark, demonstrating that 57% of juniors were on track for college readiness in Math.	In Fall 2024, 46% of the 121 juniors in the 2026 cohort tested met the benchmark on their Math PSAT, and 7% of students were approaching benchmark, demonstrating that 53% of juniors were on track for college readiness in Math.		PSAT Math Met & Approaching benchmark scores will maintain at a rate higher than 50%.	Met Benchmark: 5% Increase. College Ready: 4% Decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	PSAT Math: 12th grade college readiness growth and achievement	DVS 2024 cohort growth: 100 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT Math mean benchmark score of 490-530 with a mean score of 500, a 20 point increase from the previous year. They did not meet the college readiness benchmark of 510 for the Math PSAT. The 2024 cohort also met the projected mean score of 500-550 for the Spring 2023 SAT with a score of 540, improving by 40 points to exceed the overall college readiness benchmark of 530 on their Spring 2023 SAT tests.	DVS 2025 cohort Math growth: PSAT 9 to PSAT 10 (113 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: 0 PSAT 10 to PSAT 11 (110 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +30 PSAT 11 to SAT 12 (39 students) Projected Mean Score: Met College Readiness: Met Mean score change: +110		DVS students will continue to meet benchmarks and projected mean scores on PSAT and SAT Math exams.	PSAT 9 to PSAT 10: Maintained (no change) PSAT 10 to PSAT 11: +30 points PSAT 11 to SAT 12: +110 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

Overall, Goal 4 was implemented as planned, with the continuation of PSAT and SAT readiness assessments as key indicators of student progress in Mathematics. NWEA MAP formative and diagnostic testing across multiple grade levels allowed for more consistent tracking of growth and readiness over time. Students in need received access to prep resources, including fee waivers and targeted supports. However, an ongoing data issue for this goal is the lack of reportable CAASPP data for English Learners due to small subgroup size, which limits the school's ability to track effectiveness in that population. Another significant challenge was the large drop in Math scores for socioeconomically disadvantaged (SED) students, indicating a need for stronger, more tailored intervention and instructional alignment. A success worth noting is the sustained and substantial growth from PSAT 11 to SAT 12 in the 2025 cohort (+110 points), suggesting that upper-grade supports and test preparation efforts are showing positive results.

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

There were no significant material differences between budgeted and actual expenditures for this goal. All planned testing and support services for Mathematics achievement, including PSAT/SAT fee coverage and NWEA MAP formative and diagnostic testing infrastructure, were implemented with fidelity. Expenditures aligned with expectations, and services were delivered to unduplicated pupils as planned.

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

The actions associated with Goal 4 yielded mixed effectiveness. On one hand, the overall student population maintained a Green rating in Mathematics on the CA Dashboard, and junior PSAT benchmark rates improved slightly (Met benchmark increased from 41% to 46%). Moreover, college readiness gains were evident in the 2025 cohort's PSAT 11 to SAT 12 progress, where students improved their mean score by +110 points and met both projected and college readiness benchmarks. On the other hand, significant declines for the SED subgroup on CAASPP (-33.7 points) raise concerns about the impact of current strategies on historically underserved students. While general college readiness support appears effective for the overall population, the inequities in achievement indicate a need for more targeted, differentiated strategies to meet the needs of subgroups.

4.1 Intervention and support classes in mathematics
Providing targeted intervention and support courses continues to be a critical component in supporting students' math achievement. While overall CAASPP math scores have declined, the maintained access to academic coaches and priority for unduplicated students in interventions supports some incremental gains, as seen in PSAT Math benchmark increases. Continued focus on these supports is essential for progress.

4.2 Software for diagnostic testing and instructional support in mathematics
The use of NWEA MAP formative and diagnostic testing and data analysis has helped teachers differentiate instruction to meet individual student needs. However, despite these efforts, the CAASPP distance from standard scores for SED students declined significantly, and DVS will shift to implementing interim IAB and FIAB tests to help target skills that students need the most support on.

4.3 Multi-Tiered Student Supports
The coordination of MTSS efforts via stipends for staff enhances student support systems. This collaborative approach aligns with positive growth patterns seen in cohort PSAT to SAT math scores, indicating that coordinated support may contribute to academic improvements, particularly in higher grade levels.

4.4 Summer Bridge Programs
Although summer bridge programs serve students with low ELA and math performance, their costs are covered under other goals. The program's impact on math achievement is less clear from the data, but such programs likely provide essential additional learning opportunities for struggling students.

4.5 PSAT/SAT test and prep course fees
Offering free prep courses supports equitable access for unduplicated students and likely contributes to the overall increases in PSAT math benchmarks met by juniors. This action supports college readiness efforts, though continued focus is needed given the slight decline in students approaching benchmarks.

4.6 Mathematics Intervention
The Math Intervention Specialist plays a key role in delivering Tier II and III supports, including small group instruction and coaching for teachers. Given the mixed results in math performance data, strengthening this role and expanding individualized support remains critical to address the needs of low-income and English learner students more effectively.

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

Based on reflections from the previous year's data, the focus for the coming year will be on strengthening and enhancing existing practices with more focus on IAB and FIAB interim assessments and a revisiting of Marzano mastery based curriculum and instructional strategies for teachers. To improve instructional quality and student outcomes in Mathematics, the school will provide targeted professional development focused on Marzano instructional strategies to enhance teacher effectiveness in the classroom. Additionally, interim assessments such as the IAB (Interim Assessment Block) and FIAB (Foundations Interim Assessment Block) will be integrated more consistently to better target and tailor math instruction based on timely student data. These improvements aim to deepen teacher capacity in delivering standards-aligned instruction and provide more frequent data points to inform interventions, thereby enhancing the effectiveness of current actions and supporting sustained progress toward maintaining and improving college readiness for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention and support classes 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.	$30,000.00	Yes
4.2	Software for diagnostic testing and instructional support in mathematics	Diagnostic tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.	$10,000.00	No
4.3	Multi-Tiered Student Supports	Staff (teachers, academic coaches, counselors) included in other Goals within this LCAP receive stipends to coordinate student support systems as a part of the DVS MTSS Team.		Yes
4.4	Summer Bridge Programs	The summer bridge program is intended primarily to serve students who demonstrate low levels of performance in ELA and Math, the cost of summer bridge is covered under other goals and actions in this LCAP.		No
4.5	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses offered free of charge to students on weekends and during summer, the cost of this action is represented as a joint cost with the same action in Goal 3.		No
4.6	Mathematics Intervention	The Math Intervention Specialist will support student achievement in Math and focus on strategies that will lead to academic growth through Tier II	$29,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and III instruction. The specialists 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.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Da Vinci Science graduates will all have the opportunity to practice and develop the 21st century skills and habits of excellence necessary to be prepared for career and college opportunities after high school, graduate as life-long learners, and leave DVS 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 Science, 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, DVS had a 4-year cohort graduation rate of 99.3%, maintaining with a 0% change in points from the year before, for a Blue overall dashboard rating.	On the 2024 CA School Dashboard, DVS had a 5-year cohort graduation rate of 99.3%, maintaining with a 0% change in points from the year before, for a		Cohort graduation rate (including DVX students) will be Very High by state standards (at least 95%).	Maintained at 99.3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Blue overall dashboard rating.			
5.2	4-Year Cohort Dropout Rate	The 4-year cohort dropout rate for the class of 2023 was 0.7% (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%.	Decrease of 0.7%.
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 97.8% of DVS 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, 97.2% of DVS students were rated by the state as Prepared, maintaining with a -0.6% change from the year before, for a Blue overall dashboard rating.		DVS will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Maintained at 97%.
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 96.9% of DVS SED students were rated as prepared on the College & Career indicator, for a Very High rating on the dashboard. DVS 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, 94.8% of DVS SED students were rated as prepared on the College & Career indicator, a decline of 2.2% from the previous year, for an overall Green rating. DVS only had one 12th grade EL graduate in 2024, which is not enough students to have preparedness		DVS will maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.	SED: 2.2% Decline. EL: No data available.

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.	reported on the CA Dashboard for this year.			
5.5	Broad course of study: A-G eligibility rate	96.4% of the class of 2023 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	97.9% of the class of 2024 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.		DVS will maintain A-G course eligibility rates above 90%.	Increase of 1.5%.
5.6	Career Technical Education (CTE) pathway completion rate	44.5% of the class of 2023 graduating cohort completed a CTE course pathway according to the College & Career Measures Report on the 2023 CA School Dashboard.	41.7% of the class of 2024 graduating cohort completed a CTE course pathway according to the College & Career Measures Report on the 2024 CA School Dashboard.		DVS will increase and then maintain CTE pathway completion rates to remain above 50%.	Decline of 2.8%.

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.

The overall implementation of Goal 5 has remained consistent with planned actions focused on preparing students with 21st-century skills, career readiness, and broad academic preparation. Key actions such as maintaining high graduation rates, ensuring broad A-G course access, and supporting college and career readiness through CTE pathways and other opportunities were fully implemented as intended. There were no major substantive differences between planned and actual implementation. Successes include maintaining a very high graduation rate of 99.3%, improving A-G eligibility to 97.9%, and sustaining a Blue rating on the College & Career Readiness Indicator for all students. Challenges include a slight decline in CTE pathway completion and a small decrease in readiness ratings for unduplicated subgroups, suggesting ongoing work is needed to improve equity in career-focused outcomes.

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

There were no significant material differences between budgeted and actual expenditures related to Goal 5 actions. Services were delivered as planned, supporting the high graduation rates and access to rigorous coursework. Any minor variances in expenditure were managed within overall budget flexibility and did not negatively impact program delivery. The percentages of improved services, as reflected in maintained or improved outcome metrics (e.g., graduation rate and A-G eligibility), align closely with planned targets, demonstrating effective allocation of resources toward priority services.

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

Most actions have been effective in maintaining high levels of student achievement and readiness. The consistently high graduation rate (99.3%) and increasing A-G eligibility demonstrate strong academic preparation and course access. The College & Career Indicator shows continued Blue-level performance, indicating that students are broadly prepared for post-secondary success. However, the decline in CTE pathway completion and the decrease in College & Career readiness for unduplicated students suggest that while overall outcomes are strong, there is room to improve targeted support and equity, particularly for students in underserved subgroups. The low dropout rate and high engagement measures further indicate the success of interventions aimed at retention and readiness.

5.1 Credit Recovery
The consistently high graduation rate (99.3%) and the reduced dropout rate (0% in 2024) suggest that credit recovery efforts have been effective in keeping at-risk students on track to graduate. Offering differentiated classes with smaller sizes likely contributed to these positive outcomes by providing targeted support where it's most needed.

5.2 Summer School & Summer Bridge Programs
While specific data on summer programs are not isolated here, the overall strong graduation and dropout rates imply that summer interventions effectively support students needing additional coursework to stay on track. These programs likely contribute indirectly to maintaining high cohort outcomes.

5.3 College Courses & Dual Enrollment
With 97.9% of the 2024 cohort being A-G eligible and sustained high college readiness ratings, the availability of college courses and dual enrollment opportunities appears to be a strong contributor to post-secondary preparation. Counselor support for enrollment further enhances student access to these advanced opportunities.

5.4 College Application Software
The continued high College & Career Readiness Indicator rating (97.2% Prepared) suggests that structured college application support, including software like Naviance, effectively guides students through the application and financial aid process, increasing college-going rates and readiness.

5.5 Alumni Tracking & Real-World Learning Programs

The strong preparation metrics and ongoing connection to alumni indicate success in bridging classroom learning with workplace skills. Real-world learning programs and alumni tracking help sustain student engagement and provide meaningful post-graduation support, though continuous improvement could help address equity gaps.

5.6 Career Technical Education & Real-World Learning Opportunities
The slight decline in CTE pathway completion (from 44.5% to 41.7%) is an area for consideration, however the addition of the Biomedical Sciences & Engineering pathway to a CTE approved pathway will likely increase CTE completion rates substantially for the current year.

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 of the prior year's data, no fundamental changes have been made to the overarching goal or its metrics, as the current framework continues to support strong outcomes. However, planned actions for the coming year include an increased emphasis on supporting unduplicated students in CTE participation to address the decline in pathway completion rates. Additionally, outreach and targeted support will be enhanced to improve College & Career readiness indicators among SED and EL students. DVS expects CTE rates to increase for all students moving forward as we transition our Biomedical Sciences & Engineering pathway to be CTE approved in 2024-25. Efforts to expand career readiness programming and to integrate social-emotional and 21st-century skill development more deeply into all courses will be bolstered to strengthen lifelong learning habits and equitable post-secondary outcomes.

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	DVS will create a customized credit recovery program 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	$6,824.00	No
5.2	Summer school & Summer bridge programs	Summer school courses will be made available in core content area courses as determined by student needs and costs are included with intervention costs in Goals 3 & 4.		No

Action #	Title	Description	Total Funds	Contributing
5.3	College courses & Dual Enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$30,375.00	No
5.4	College Application Software	Senior students are provided with a College & Career Readiness course to take them through the college application, financial aid application, and scholarship application process. Teachers receive stipend for teaching this class as an additional assignment. Software (Naviance, Parchment, etc.) is used to track and monitor the college going process, as well as provide data on alumni successes beyond high school.	$18,861.00	No
5.5	Alumni Tracking & Real-World Learning Programs	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. Alumni tracking is a key component in determining student success in life beyond graduation, and alumni connections help ensure that DVS graduates continue to feel supported in their lives beyond high school.	$50,000.00	No
5.6	Career Technical Education & Real-World Learning Opportunities	Materials, Equipment, Professional Development and Training for teachers to support the development and growth of DVS's 3 CTE pathways.	$908,429.00	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
$$462,276.00	$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
6.934%	0.000%	$0.00	6.934%

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
1.5	**Action:** Academic coaching support **Need:** In 2024-25, 97% of students achieved a 2.0 or above unweighted GPA in Fall 2024, and 96% of students earned a above a 2.0 in Spring 2025. Da Vinci Science Socioeconomically Disadvantaged (SED) students had rates	As a single-site charter school, all students at Da Vinci Science are enrolled under the same school and LEA, allowing for the implementation of schoolwide academic coaching and tutoring supports. These services are available to all students, but are designed with a deliberate focus on identifying and prioritizing low-income pupils, English learners, foster youth, and redesignated fluent English proficient students for additional, individualized support.	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using student grades and GPAs in core academic content areas 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
	slightly lower than those for non-SED students, with only 95% of SED students earning a 2.0 GPA in Fall 2024, while 99% of non-SED students earned a 2.0 or above. Similarly in Spring 2025, 92% of SED students earning a 2.0 GPA in Fall 2024, while 99% of non-SED students earned a 2.0 or above. The results for English Learner (EL) and Redesignated English Proficient (RFEP) students as compared to their English Only (EO) and Initial English Proficient (IFEP) counterparts shows almost no achievement gap for GPA at this time. 97% of EL/RFEP students earned a 2.0 or above GPA in Fall 2024, while 98% of EO/IFEP students earned a 2.0. Similarly, in Spring 2025, 97% of EL/RFEP students earned a 2.0 or above GPA, while 96% of EO/IFEP students earned a 2.0. On the 2024 CA School Dashboard, DVS Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 57.5 points above standard in ELA, while All Students scored 80.5 points above standard. On the 2024 CA School Dashboard in Math, Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in Math are also present at DVS. in 2024, SED students scored 43.5 points	Academic coaches play a pivotal role in providing comprehensive, schoolwide support through personalized academic guidance, socioemotional check-ins, and access to resources that promote long-term success. By embedding coaching within a schoolwide system, Da Vinci ensures that all students benefit from a culture of support, while using regular data analysis to identify and target unduplicated students who may require intensified intervention. This proactive and inclusive model ensures equity of access while delivering the strategic supports needed to close opportunity and achievement gaps.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard and All Students scored 3.7 points above standard in Math. On the 2024 CA School Dashboard, DVS did not have CAASPP ELA or Math scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns. Academic coaching is a critical support for improving outcomes among English Learners and Socioeconomically Disadvantaged students, who often face systemic barriers to academic success. By offering individualized support and guidance, academic coaches help students build essential academic skills, develop effective study habits, and stay on track with coursework. Coaches also collaborate with teachers to align instruction with student needs and use data to inform targeted interventions. In addition to academic guidance, coaches provide encouragement and socioemotional support, fostering a sense of belonging and resilience. This multifaceted approach ensures that underserved students receive the consistent, personalized support necessary to close achievement gaps and reach their full potential. **Scope:** LEA-wide		

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
2.4	**Action:** Counseling Staffing **Need:** On the 2024 CA School Dashboard, 1.6% of all students at Da Vinci Science were suspended at least once, an increase of 0.8% from the previous year, resulting in an Orange rating overall. When disaggregated by subgroup, 2% of socioeconomically disadvantaged (SED) students were suspended at least once—an increase of 1.5% from the previous year—also earning an Orange rating. While suspension rates had previously remained low, this increase among unduplicated student groups signals a growing need for proactive behavioral and emotional support. On the 2024 CA School Dashboard College and Career Indicator (CCI), 97.2% of Science graduates were rated by the state as Prepared, for a Very High dashboard rating. 94.8% of DVS SED graduates were rated as prepared on the College & Career indicator for a Very High status as well. Science had fewer than 11 EL graduates in 2024, so no CCI status was reported on the 2024 dashboard for this group. Student connectedness as measured by the annual student surveys does however show some discrepancies for unduplicated students. On the annual student survey question 'This school creates a compassionate and caring learning community," 79% of SED students	As a single-site charter school, all students at Da Vinci Science are part of the same school and LEA, making it both practical and equitable to implement counseling services on a schoolwide basis. DVS maintains a lower student-to-counselor ratio than the state average to ensure all students, particularly low-income students, English learners, foster youth, and reclassified fluent English proficient students, receive timely, individualized support. This model allows counselors to address academic, social-emotional, and college/career readiness needs more effectively across the entire student body. Providing services schoolwide rather than limiting them to targeted groups ensures that support is inclusive and preventative rather than reactive. Lower counselor caseloads improve student connectedness, reduce suspensions, and strengthen college preparedness. Counselors with manageable caseloads can build deeper relationships with students, foster a stronger sense of belonging, and identify early signs of academic or behavioral challenges. This inclusive approach benefits unduplicated students by embedding equitable support structures throughout the school environment. According to the American School Counselor Association (2019), lower student-to-counselor ratios are strongly associated with improved academic and social outcomes, underscoring the importance of maintaining this investment LEA-wide.	DVS will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College & Career Readiness rates from Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	responded positively (Agree or Strongly Agree), while 81% of non-SED students responded positively. More strikingly, for the question, 'This school creates an environment of high integrity, respect, and trust,' 68% of SED students responded positively as compared to 81% of non-SED students. EL and RFEP students also had slightly lower ratings than their English Only or IFEP (initially English fluent) peers, with 77% of EL and RFEP students reporting an environment of high integrity, respect, and trust while 78% of EO and IFEP students felt that way. For compassionate and caring learning community, EL and RFEP students were actually more positive, with 95% positive ratings, while EO and IFEP students were significantly lower with 78% positive responses.

These trends underscore the continued need for strong, comprehensive counseling services to support unduplicated students' academic, social, and emotional well-being. At Da Vinci Science, counseling staff play a critical role in early identification and intervention, building meaningful relationships with students, and offering personalized guidance around college and career readiness. Maintaining a lower student-to-counselor ratio allows for more responsive, individualized support, helping to remove barriers to learning and promote positive outcomes in attendance, behavior, and academic achievement. Additional counselors also ensure that unduplicated students receive the targeted support they | | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need to navigate high school and prepare for post-secondary success. Sustaining and strengthening these services is essential to fostering a more inclusive school climate and advancing equitable outcomes for all learners. **Scope:** LEA-wide		
2.5	**Action:** Administrative Staffing- AP **Need:** On the 2024 CA School Dashboard, 1.6% of all students at Da Vinci Science were suspended at least once, an increase of 0.8% from the previous year, resulting in an Orange rating overall. When disaggregated by subgroup, 2% of socioeconomically disadvantaged (SED) students were suspended at least once—an increase of 1.5% from the previous year—also earning an Orange rating. While suspension rates had previously remained low, this increase among unduplicated student groups signals a growing need for proactive behavioral and emotional support. Student connectedness as measured by the annual student surveys does however show some discrepancies for unduplicated students. On the annual student survey question 'This school creates a compassionate and caring learning community," 79% of SED students responded positively (Agree or Strongly	As a single-site charter school, all students at Da Vinci Science are enrolled within the same school and LEA, making a schoolwide approach to assistant principal support both efficient and equitable. The assistant principal plays a vital role in supporting the academic and social-emotional success of all students, with particular attention to the needs of unduplicated student groups, including low-income students, English learners, foster youth, and reclassified English proficient students. By maintaining schoolwide responsibilities, the assistant principal is positioned to build relationships with a broad cross-section of students and families, implement schoolwide systems for attendance, behavior, and academic support, and ensure that all students benefit from a positive and inclusive school climate. Providing this support on a schoolwide basis ensures that no student is overlooked and that interventions are preventive and equitable. The assistant principal helps lead key initiatives such as MTSS implementation, restorative practices, and student engagement efforts, with disaggregated survey and outcome data informing	DVS will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Agree), while 81% of non-SED students responded positively. More strikingly, for the question, 'This school creates an environment of high integrity, respect, and trust,' 68% of SED students responded positively as compared to 81% of non-SED students. EL and RFEP students also had slightly lower ratings than their English Only or IFEP (initially English fluent) peers, with 77% of EL and RFEP students reporting an environment of high integrity, respect, and trust while 78% of EO and IFEP students felt that way. For compassionate and caring learning community, EL and RFEP students were actually more positive, with 95% positive ratings, while EO and IFEP students were significantly lower with 78% positive responses. Staffing an assistant principal at Da Vinci Science addresses a critical need for increased student support, particularly for our unduplicated student groups. An assistant principal plays a key role in fostering a positive school climate by building strong, consistent relationships with students and serving as a daily point of connection and accountability. With dedicated leadership capacity, the assistant principal can implement proactive, individualized interventions that help prevent behavioral issues from escalating, thereby reducing suspension rates. This role also enhances the school's ability to support Multi-Tiered System of Supports (MTSS), social-emotional learning, and positive behavior programs that benefit all students while	continuous improvement. This leadership role allows for targeted outreach and individualized support when needed—particularly for families whose primary language is not English and those who may not regularly engage with the school—while fostering a cohesive and connected school community. A schoolwide model ensures that the assistant principal can address the needs of unduplicated students within the broader context of building systems and relationships that support success for all.	

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
	ensuring targeted attention for those who need it most. By creating a more inclusive, supportive environment, an assistant principal helps ensure unduplicated students feel seen, supported, and equipped to succeed both academically and socially. **Scope:** LEA-wide		
3.1	**Action:** Intervention and support classes in ELA **Need:** On the 2024 CA School Dashboard, DVS Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 57.5 points above standard in ELA, while All Students scored 80.5 points above standard. On the 2024 CA School Dashboard, DVS did not have CAASPP ELA scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns. A persistent achievement gap for SED students on the ELA CAASPP test highlights the critical need for targeted English interventions and support programs. These students often face systemic barriers to	As a single-site charter school, all students at Da Vinci Science are enrolled within the same school and LEA. All students requiring ELA support are provided access to intervention and support courses incorporated into their weekly schedules. The school will maintain, and increase as needed, the number of academic coaches and instructional hours to ensure timely, personalized assistance. Although the intervention framework is schoolwide, unduplicated students are systematically reviewed and prioritized for additional support. These students often encounter systemic challenges that affect their language development and academic achievement. A comprehensive, schoolwide intervention system ensures that no student is overlooked. Research demonstrates that targeted ELA interventions improve reading comprehension, vocabulary, and fluency, particularly for historically underserved students (Slavin et al., 2009). Academic coaches play a vital role by providing individualized instruction, monitoring student progress, and addressing academic and non-academic barriers. This integrated approach	DVS will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic success, including limited access to early literacy experiences and academic enrichment outside of school. ELA intervention programs play a vital role in identifying specific learning gaps, providing individualized support, and addressing foundational literacy skills through evidence-based instruction. Providing structured reading interventions and differentiated instructional strategies is critical for supporting SED students in developing essential skills such as comprehension, vocabulary, and fluency. These foundational abilities are vital for accessing and succeeding in grade-level content across all subjects. Through personalized, small-group instruction, interventions can be tailored to meet each student's unique learning needs, fostering significant academic progress. Early and targeted support is key to closing achievement gaps and ensuring that all students, especially SED and EL students, are equipped to meet or exceed English Language Arts proficiency standards. **Scope:** LEA-wide	ensures that all students, especially those in unduplicated groups, build the skills and confidence necessary to meet grade-level standards and achieve long-term success.	
3.2	**Action:** Software for diagnostic testing and instructional support in ELA **Need:** On the 2024 CA School Dashboard, DVS Socioeconomically Disadvantaged (SED)	As a single-site charter school, all students at Da Vinci Science are enrolled within the same school and LEA. Administering ELA diagnostic assessments to all students, especially upon enrollment, ensures that educators can identify each learner's current reading and language proficiency levels. These assessments allow	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 57.5 points above standard in ELA, while All Students scored 80.5 points above standard. On the 2024 CA School Dashboard, DVS did not have CAASPP ELA scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns. Persistent achievement gaps on the ELA CAASPP for SED students highlight the need for targeted, data-informed instructional strategies. Diagnostic and formative assessments are essential tools in identifying individual skill gaps, language development needs, and areas where additional support is required. These assessments provide timely, actionable insights that allow educators to tailor instruction, differentiate learning experiences, and implement evidence-based interventions. By using diagnostic data to guide instructional decisions, educators can deliver personalized support that promotes literacy development, strengthens reading comprehension, and enhances overall academic outcomes. This targeted approach is particularly critical for SED students, who may face additional barriers to learning. Implementing diagnostic and formative testing as part of a	teachers to tailor instruction, scaffold learning, and differentiate support to meet the diverse needs of all students. While all students benefit from personalized instruction informed by diagnostic data, these tools are particularly impactful for unduplicated pupils, including low-income students, English learners, foster youth, and redesignated fluent English proficient students. Prioritizing these groups for early and frequent assessment helps ensure that academic gaps are identified and addressed quickly. Research from the National Center for Education Statistics (NCES) and the Institute of Education Sciences (IES) underscores that diagnostic testing paired with targeted reading interventions improves literacy outcomes and reduces achievement disparities. Offering these tools schoolwide ensures that all students, especially those most at risk, receive timely, effective supports that promote growth in reading, language development, and overall ELA performance.	CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comprehensive instructional support strategy helps close achievement gaps and ensures equitable access to high-quality education for all learners. **Scope:** LEA-wide		
3.3	**Action:** Multi-Tiered Student Supports **Need:** On the 2024 CA School Dashboard, DVS Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 57.5 points above standard in ELA, while All Students scored 80.5 points above standard. On the 2024 CA School Dashboard, DVS did not have CAASPP ELA scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns. Implementing a Multi-Tiered System of Supports (MTSS) is essential for closing achievement gaps and supporting the success of unduplicated students. MTSS offers a proactive, data-informed framework that identifies and addresses both academic and behavioral needs through a continuum of	As a single-site charter school, all students at Da Vinci Science are enrolled at the same school and Local Educational Agency (LEA). While MTSS is implemented schoolwide to benefit all learners, it provides an essential framework for identifying and supporting the unique needs of unduplicated students, including English Learners, foster youth, and socioeconomically disadvantaged students. Within this structure, differentiated instruction, targeted progress monitoring, and tiered interventions ensure that support is both comprehensive and responsive. Unduplicated students are intentionally reviewed through data-informed practices and prioritized for additional services when needed. Research by Fuchs et al. (2010) confirms that MTSS practices such as personalized instruction and tiered supports are highly effective at improving outcomes, particularly in areas like math and literacy. At DVS, the MTSS model promotes equity by embedding targeted interventions within a schoolwide approach, ensuring that all students, especially those who need it most, receive the right support at the right time.	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	tiered interventions. By using regular progress monitoring and evidence-based practices, schools can respond quickly to student needs and provide personalized, targeted support. This system is especially critical for unduplicated students who may face additional barriers to academic success. MTSS allows educators to deliver differentiated instruction, embed socioemotional learning supports, and intervene early to prevent students from falling behind. Research confirms that comprehensive MTSS implementation improves overall student outcomes and helps ensure equitable access to educational opportunities (McIntosh & Goodman, 2016). At Da Vinci Science, MTSS practices are foundational to fostering an inclusive, responsive learning environment where all students, and especially those who have been historically underserved, are supported in achieving their full potential. **Scope:** LEA-wide		
4.1	**Action:** Intervention and support classes in mathematics **Need:** On the 2024 CA School Dashboard in Math, Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating	As a single-site charter school, all students at Da Vinci Science are enrolled in the same school and LEA. Students who need additional support in math will have access to intervention and support courses incorporated into their weekly schedules. The school will maintain and, if necessary, increase academic coaching staff and instructional hours to ensure timely, personalized assistance for all students. While math interventions are provided	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning gaps in Math are also present at DVS. in 2024, SED students scored 43.5 points below standard and All Students scored 3.7 points above standard in Math. On the 2024 CA School Dashboard, DVS did not have CAASPP Math scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns. Similar to the English interventions described above, targeted intervention and support programs in Math are essential when achievement gaps on the CAASPP continue to widen for unduplicated students. These interventions focus on addressing specific skill deficits through targeted instruction, language support, and personalized learning strategies tailored to students' unique needs. By concentrating on these areas, math intervention programs help close learning gaps, strengthen foundational numeracy skills, and improve overall academic performance. Moreover, these supports create a positive and encouraging learning environment that builds students' confidence and motivation, critical factors for overcoming challenges and achieving success in mathematics. **Scope:** LEA-wide	schoolwide, unduplicated students will be intentionally reviewed and prioritized for additional support. These students often face unique challenges that require targeted interventions to close achievement gaps. Similar to the ELA interventions outlined in Goal 3, providing consistent access to scheduled math support enables DVS to deliver focused, individualized instruction. Increasing academic coaches and support hours allows for ongoing guidance, progress monitoring, and timely feedback, all of which contribute to bridging learning gaps and developing essential math skills. This comprehensive, schoolwide strategy fosters a more inclusive learning environment and works to reduce the math achievement gaps for unduplicated students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.3	**Action:** Multi-Tiered Student Supports **Need:** On the 2024 CA School Dashboard in Math, Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in Math are also present at DVS. in 2024, SED students scored 43.5 points below standard and All Students scored 3.7 points above standard in Math. On the 2024 CA School Dashboard, DVS did not have CAASPP Math scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns. Implementing a Multi-Tiered System of Supports (MTSS) is essential for closing achievement gaps and supporting the success of unduplicated students. MTSS offers a proactive, data-informed framework that identifies and addresses both academic and behavioral needs through a continuum of tiered interventions. By using regular progress monitoring and evidence-based practices, schools can respond quickly to student needs and provide personalized, targeted support. This system is especially critical for unduplicated students who may face additional barriers to academic success. MTSS allows	As a single-site charter school, all students at Da Vinci Science are enrolled at the same school and Local Educational Agency (LEA). While MTSS is implemented schoolwide to benefit all learners, it provides an essential framework for identifying and supporting the unique needs of unduplicated students, including English Learners, foster youth, and socioeconomically disadvantaged students. Within this structure, differentiated instruction, targeted progress monitoring, and tiered interventions ensure that support is both comprehensive and responsive. Unduplicated students are intentionally reviewed through data-informed practices and prioritized for additional services when needed. Research by Fuchs et al. (2010) confirms that MTSS practices such as personalized instruction and tiered supports are highly effective at improving outcomes, particularly in areas like math and literacy. At DVS, the MTSS model promotes equity by embedding targeted interventions within a schoolwide approach, ensuring that all students, especially those who need it most, receive the right support at the right time.	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	educators to deliver differentiated instruction, embed socioemotional learning supports, and intervene early to prevent students from falling behind. Research confirms that comprehensive MTSS implementation improves overall student outcomes and helps ensure equitable access to educational opportunities (McIntosh & Goodman, 2016). At Da Vinci Science, MTSS practices are foundational to fostering an inclusive, responsive learning environment where all students, and especially those who have been historically underserved, are supported in achieving their full potential. **Scope:** LEA-wide		
4.6	**Action:** Mathematics Intervention **Need:** On the 2024 CA School Dashboard in Math, Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in Math are also present at DVS. in 2024, SED students scored 43.5 points below standard and All Students scored 3.7 points above standard in Math. On the 2024 CA School Dashboard, DVS did not have CAASPP Math scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough	As a single-site charter school, all students at Da Vinci Science are enrolled in the same school and LEA. Students who require additional support in math will continue to have access to intervention and support courses integrated into their weekly schedules. The Math Intervention Specialists will focus on delivering Tier 2 and 3 instruction through individualized and small group settings, while also providing coaching and professional development for math teachers. Unduplicated students will be intentionally reviewed and prioritized for these additional supports. Research demonstrates that math intervention specialists effectively increase math achievement for unduplicated students by addressing specific learning gaps through targeted, evidence-based	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students to have rates reported on the CA Dashboard for that year due to privacy concerns. Targeted math interventions and supports are critical when achievement gaps in math CAASPP results continue to widen for SED students. Math intervention specialists play a key role in diagnosing specific learning deficits, skill gaps, and areas requiring focused support. Through individualized and small group instruction, these specialists deliver structured, evidence-based teaching designed to address identified needs and strengthen students' numeracy skills. This personalized approach fosters improved mathematical understanding, fluency, and overall academic achievement. Providing these targeted interventions is essential to closing persistent achievement gaps and promoting equitable outcomes for all students. **Scope:** LEA-wide	instruction. According to Gersten et al. (2009), students receiving specialized math interventions make significant gains in proficiency. By implementing personalized teaching strategies and regularly monitoring progress, math intervention specialists help unduplicated students develop foundational math skills and build confidence, which leads to improved academic outcomes and greater long-term success.	

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
3.6	**Action:** English Language Learner and Coordinator and Support **Need:** On the 2024 CA School Dashboard, DVS Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2024, SED students scored 57.5 points above standard in ELA, while All Students scored 80.5 points above standard. On the 2024 CA School Dashboard, DVS did not have CAASPP ELA scores reported for EL students. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns. In the absence of state testing metrics for EL students in 2024, we can look to GPA data as measured in Goal 1 as another academic indicator. The results for English Learner (EL) and Redesignated English Proficient (RFEP) students as compared to their English Only (EO) and Initial English Proficient (IFEP) counterparts shows almost no achievement gap for GPA at this time. 97% of EL/RFEP students earned a 2.0 or above GPA in Fall 2024, while 98% of EO/IFEP students earned	An English Learner Coordinator will continue to be designated to oversee the academic progress of current EL students and monitor the success of RFEP students for four years post-reclassification. The coordinator will also facilitate English Language Development (ELD) seminars for students still working toward language proficiency. These targeted supports are intentionally designed to meet the unique linguistic and academic needs of EL students. The EL Coordinator ensures that instruction is aligned with both language acquisition goals and grade-level content standards. This includes implementing scaffolds such as differentiated instruction, vocabulary development, and reading comprehension strategies that make complex academic material accessible to students still developing English proficiency. Beyond English Language Arts, the coordinator works with teachers across disciplines to support integrated language development, ensuring that EL students can fully engage with curriculum in all content areas. Additionally, the coordinator provides professional development for staff to strengthen the use of inclusive, culturally responsive practices. These combined efforts help EL students build language fluency, access rigorous academic content, and remain on track for long-term academic success and college readiness.	We will continue to monitor academic progress and access to curriculum for English Learners using disaggregated student CAASPP ELA scores and English Language Proficiency rates in Goal 3, as well as disaggregated GPA data from Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	a 2.0. Similarly, in Spring 2025, 97% of EL/RFEP students earned a 2.0 or above GPA, while 96% of EO/IFEP students earned a 2.0. Even in the absence of a measurable GPA achievement gap between EL/RFEP and their EO/IFEP peers, EL students at Da Vinci Science still face distinct and complex challenges that require ongoing, targeted support. Language acquisition is a multidimensional process that impacts access to academic content, participation in classroom dialogue, and the ability to engage with grade-level curriculum across all subject areas. An EL coordinator plays a critical role in monitoring student progress beyond GPA, ensuring language proficiency growth, academic access, and appropriate instructional supports. Additionally, students recently reclassified as Fluent English Proficient (RFEP) require continued monitoring for four years to ensure sustained success, as academic needs may persist even after reclassification. Ongoing support, such as designated English Language Development, scaffolded instruction, and culturally responsive teaching, helps ensure that EL students continue to thrive and grow linguistically and academically. These supports are essential not only for maintaining parity in GPA and testing outcomes, but also for addressing deeper, less		

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	immediately visible needs such as language development, engagement, and long-term college and career readiness. **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	129.5:1	
Staff-to-student ratio of certificated staff providing direct services to students	16:1	

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	$6,666,795.00	$462,276.00	6.934%	0.000%	6.934%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$861,912.00	$1,355,692.00	$5,000.00	$92,368.00	$2,314,972.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCF
1	1.1	Course Materials	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$51,270.00	$15
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	ENTIRE SCHOOL YEAR	$7,500.00	$0.00	$2,
1	1.3	Teacher professional development	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$11,120.00	$7,
1	1.4	Extra Period Stipends	All	No			All Schools	ENTIRE SCHOOL YEAR	$10,000.00	$0.00	$10
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	$50,617.00	$0.00	$29
2	2.1	Parent/ guardian engagement & communications	All	No			All Schools	ENTIRE SCHOOL YEAR	$20,611.00	$2,671.00	$23
2	2.2	Advisory curriculum	All	No			All Schools	ENTIRE SCHOOL YEAR	$2,875.00	$1,500.00	$4,
2	2.3	Extra-curricular activities including freshman Overnighter	All	No			All Schools	AUGUST/ENTIRE SCHOOL YEAR	$156,564.00	$259,537.00	$313
2	2.4	Counseling Staffing	English Learners	Yes	LEA	English	All	ENTIRE	$418,800.0	$0.00	$196

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	Professional Development	All	No			All Schools	ENTIRE SCHOOL YEAR	$2,500.00	$0.00	$2,
3	3.1	Intervention and support classes in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$44,599.00	$0.00	$19
3	3.2	Software for diagnostic testing and instructional support in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$6,377.00	$0.00	
3	3.3	Multi-Tiered Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$15,000.00	$0.00	$15
3	3.4	Summer Bridge Programs	All	No			All Schools	SUMMER			
3	3.5	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$16,700.00	
3	3.6	English Language Learner and Coordinator and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	$2,875.00	$0.00	$2,
4	4.1	Intervention and support classes in mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$30,000.00	$0.00	$30
4	4.2	Software for diagnostic testing and instructional support in mathematics	All	No			All Schools		$0.00	$10,000.00	
4	4.3	Multi-Tiered Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ENTIRE SCHOOL YEAR			

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCF
						Low Income					
5	5.1	Credit recovery	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$6,824.00	
5	5.2	Summer school & Summer bridge programs	All	No			All Schools	SUMMER			
5	5.3	College courses & Dual Enrollment	All	No			All Schools	ENTIRE SCHOOL YEAR	$14,375.00	$16,000.00	$15
5	5.4	College Application Software	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$18,861.00	$2,
5	5.5	Alumni Tracking & Real-World Learning Programs	All	No			All Schools	ENTIRE SCHOOL YEAR	$50,000.00	$0.00	
5	5.6	Career Technical Education & Real-World Learning Opportunities	All	No			All Schools	ENTIRE SCHOOL YEAR	$738,429.00	$170,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,666,795.00	$462,276.00	6.934%	0.000%	6.934%	$465,758.00	0.000%	6.986 %	**Total:**	$465,758.00
								LEA-wide Total:	$462,883.00
								Limited Total:	$2,875.00
								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	1.5	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,101.00	0.00%
2	2.4	Counseling Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	0.00%
2	2.5	Administrative Staffing- AP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,728.00	0.00%
3	3.1	Intervention and support classes in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,505.00	0.00%
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
3	3.3	Multi-Tiered Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	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	3.6	English Language Learner and Coordinator and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,875.00	0.00%
4	4.1	Intervention and support classes in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	0.00%
4	4.3	Multi-Tiered Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
4	4.6	Mathematics Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,549.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,709,842.50	$1,721,949.80

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	No	$45,400.00	$36,153.00
1	1.2	Teacher recruitment and credentialing support	No	$5,470.00	$7,500.00
1	1.3	Teacher professional development	No	$14,487.50	$12,500.00
1	1.4	Extra Period Stipends	No	$30,000.00	$20,000.00
1	1.5	Academic coaching support	Yes	$52,000.00	$40,264.00
2	2.1	Parent/ guardian engagement & communications	No	$22,761.00	$22,761.00
2	2.2	Advisory curriculum	No	$5,365.00	$5,058.00
2	2.3	Extra-curricular activities including freshman Overnighter	No	$294,684.00	$299,168.00
2	2.4	Counseling Staffing	Yes	$350,000.00	$364,675.20
2	2.5	Administrative Staffing- AP	Yes	$135,000.00	$142,306.20
2	2.6	Professional Development	No	$2,250.00	$2,138.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Intervention and support classes in ELA	Yes	$55,050.00	$51,476.00
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	$7,000.00	$7,168.00
3	3.3	Multi-Tiered Student Supports	Yes	$17,250.00	$22,375.00
3	3.4	Summer Bridge Programs	No		
3	3.5	PSAT/SAT test and prep course fees	No	$20,900.00	$15,700.00
3	3.6	English Language Learner and Coordinator and Support	Yes	$2,875.00	$2,875.00
4	4.1	Intervention and support classes in mathematics	Yes	$10,000.00	$10,000.00
4	4.2	Software for diagnostic testing and instructional support in mathematics	No	$8,700.00	$8,925.00
4	4.3	Multi-Tiered Student Supports	Yes		
4	4.4	Summer Bridge Programs	No		
4	4.5	PSAT/SAT test and prep course fees	No		
4	4.6	Mathematics Intervention	Yes	$70,000.00	$66,362.40
5	5.1	Credit recovery	No	$42,625.00	$41,675.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Summer school & Summer bridge programs	No		
5	5.3	College courses & Dual Enrollment	No	$2,875.00	$8,625.00
5	5.4	College Application Software	No	$15,150.00	$19,306.00
5	5.5	Alumni Tracking & Real-World Learning Programs	No	$50,000.00	$50,000.00
5	5.6	Career Technical Education & Real-World Learning Opportunities	No	$450,000.00	$464,939.00

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)
$468,097.00	$417,175.00	$468,725.42	($51,550.42)	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	1.5	Academic coaching support	Yes	$52,000.00	$40,264.00	0.00%	0.00%
2	2.4	Counseling Staffing	Yes	$125,000.00	$165,342.82	0.00%	0.00%
2	2.5	Administrative Staffing- AP	Yes	$135,000.00	$142,306.20	0.00%	0.00%
3	3.1	Intervention and support classes in ELA	Yes	$5,050.00	$19,200.00	0.00%	0.00%
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes			0.00%	0.00%
3	3.3	Multi-Tiered Student Supports	Yes	$17,250.00	$22,375.00	0.00%	0.00%
3	3.6	English Language Learner and Coordinator and Support	Yes	$2,875.00	$2,875.00	0.00%	0.00%
4	4.1	Intervention and support classes in mathematics	Yes	$10,000.00	$10,000.00	0.00%	0.00%
4	4.3	Multi-Tiered Student Supports	Yes			0.00%	0.00%
4	4.6	Mathematics Intervention	Yes	$70,000.00	$66,362.40	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)
$6,565,174.00	$468,097.00	0.000%	7.130%	$468,725.42	0.000%	7.140%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [*Education Code* Section 52062](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [*Education Code* Section 52068](#); and

- For charter schools, see [*Education Code* Section 47606.5](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

    o 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).

    o 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.

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

    o 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.

    o 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.

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- ▪ The reasons for the ineffectiveness, and

- ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

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

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC Section 32526(d)*. For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- 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:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    o **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.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, 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)**

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

- **5. Total Planned Percentage of Improved Services**

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

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

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

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

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

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

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

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

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

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

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

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

California Department of Education
November 2024