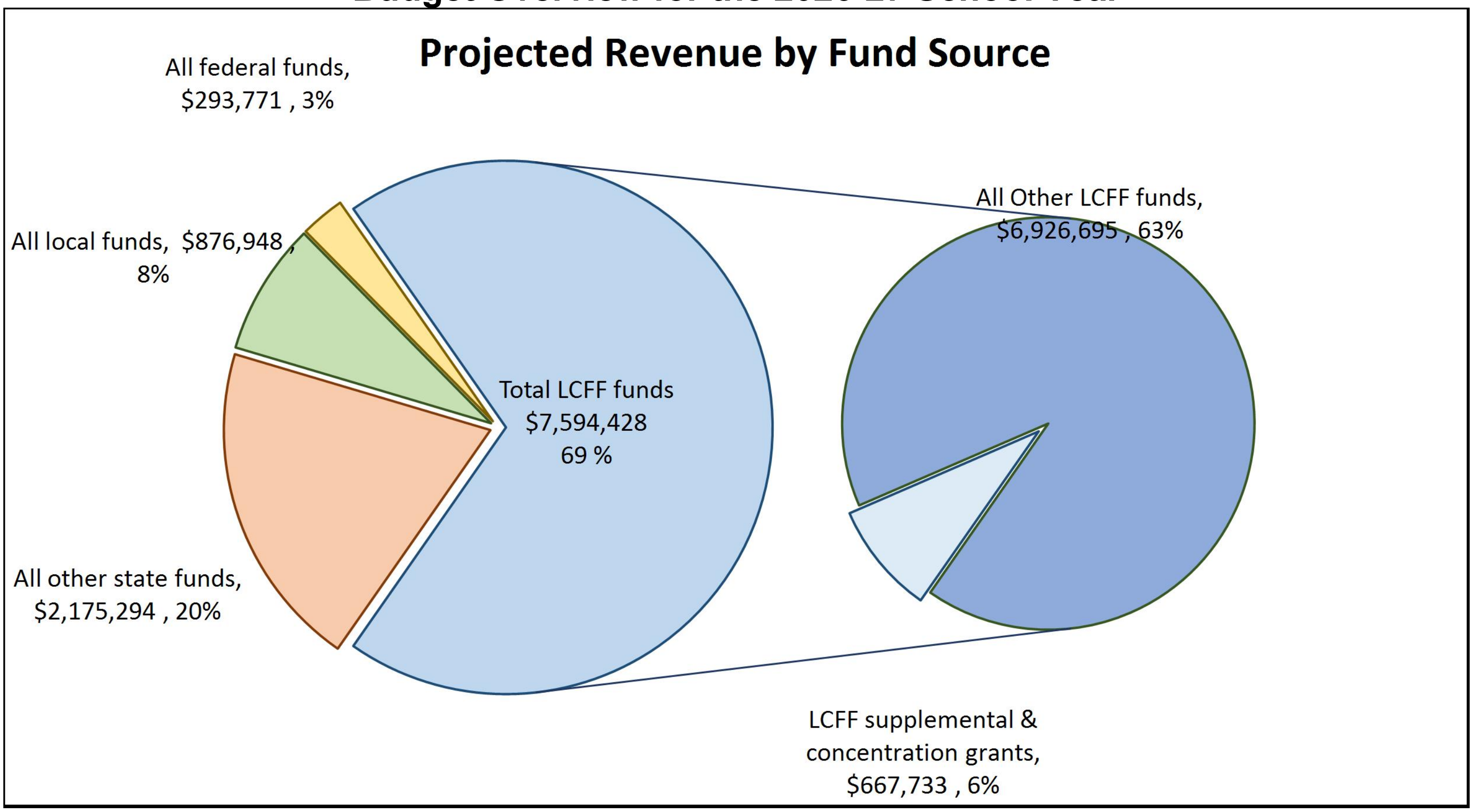
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Communications
CDS Code: 19768690131128
School Year: 2026-27
LEA contact information:
Andrew Daramola
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 2026-27 School Year

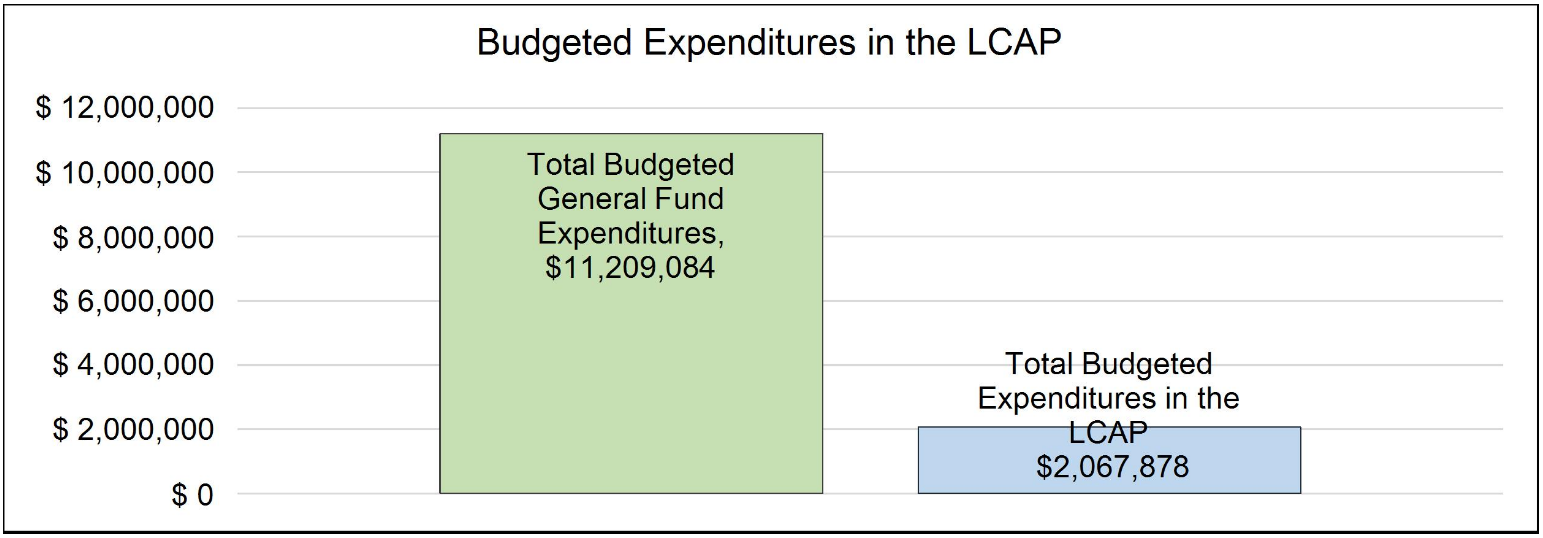


This chart shows the total general purpose revenue Da Vinci Communications expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Communications is $10,940,441, of which $7,594,428 is Local Control Funding Formula (LCFF), $2,175,294 is other state funds, $876,948 is local funds, and $293,771 is federal funds. Of the $7,594,428 in LCFF Funds, $667,733 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Da Vinci Communications plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Da Vinci Communications plans to spend $11,209,084 for the 2026-27 school year. Of that amount, $2,067,878 is tied to actions/services in the LCAP and $9,141,206 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

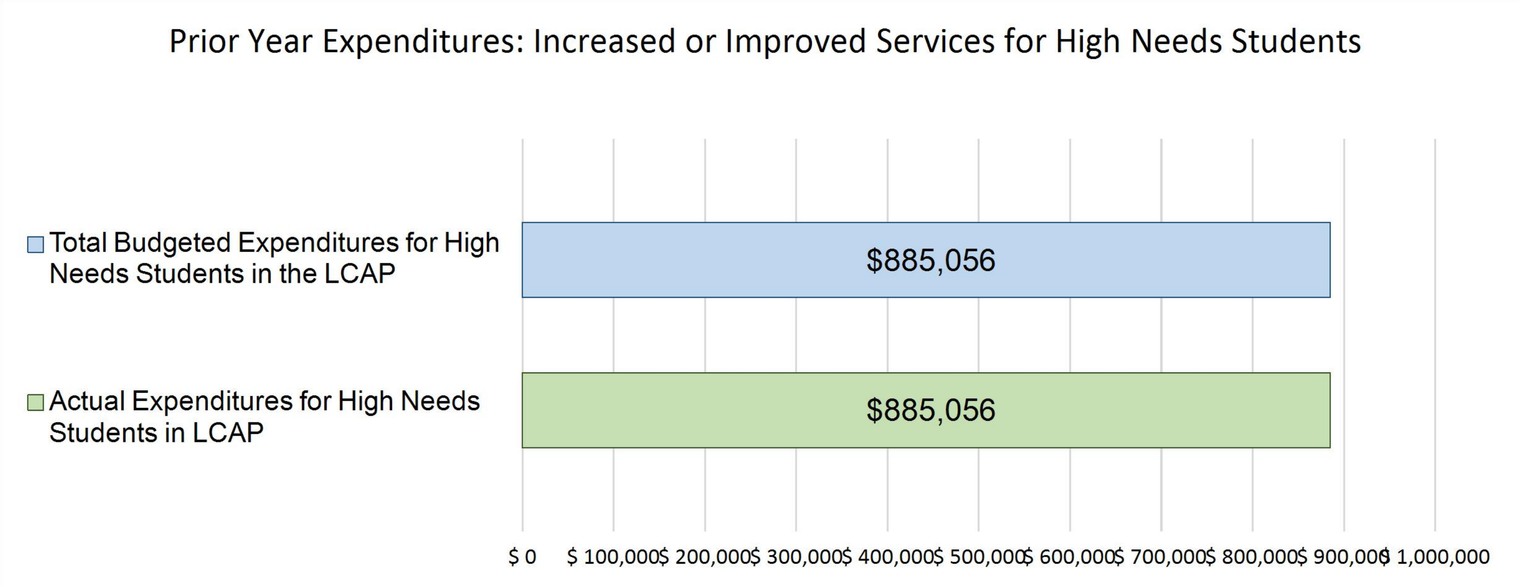
General Fund Budget Expenditures not included in the LCAP include, but are not limited to, various Personnel, Facilities and other Operational Expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Da Vinci Communications is projecting it will receive $667,733 based on the enrollment of Foster Youth, English learner, and low-income students. Da Vinci Communications must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Communications plans to spend $864,766 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Da Vinci Communications's LCAP budgeted $885,056 for planned actions to increase or improve services for high needs students. Da Vinci Communications actually spent $885,056 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Communications	Andrew Daramola Principal	adaramola@davincischools.org 310-725-5800

Plan Summary [2026-27]

General Information

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

Da Vinci Communications High School (DVC) is a public, nonprofit charter high school chartered by the Wiseburn School District. DVC was founded in 2013 as part of the Next Generation Learning Challenges Grant. Now at full capacity, DVC serves approximately 540 students in grades 9-12. DVC is one of three Da Vinci high schools occupying a new, innovative facility at 201 N. Douglas St. in the Wiseburn School District.

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

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

DVC’s goal is to enable students to become self-motivated, competent, life-long learners through learning that is initiated and pursued by the students under the guidance of the DVC staff. The focus is on providing a high-quality educational program that enables students to achieve proficient to advanced student performance on state standards, while preparing all students to enter their chosen fields of study and career. This is done both in core classes as well as through our Career Pathway classes. The Career Technical Education (CTE) pathways offered at Da Vinci Communications include Marketing, Journalism, Media Production, and Computer Science. Exposure to these fields of study help students explore various career options while also learning transferable skills that they can take with them wherever they go.

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

Reflections: Annual Performance

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

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

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	At Da Vinci Communications (DVC), we engage students as educational partners by prioritizing their social-emotional wellness and providing access to counselors with a low student-to-counselor ratio. Our learning environment embraces a "come as you are" mantra, fostering inclusivity and acceptance. The implementation of our School Site Council and Parent Advisory Committee ensures that all voices are heard. Our curriculum includes project-based learning instruction and advisory classes, promoting active participation and personalized guidance throughout their educational journey. Students are also involved in the hiring process for most positions within the school. Student-led clubs and a student leadership committee also promote student engagement. Students also complete a student survey about the school once per semester.
Parents & Guardians	At Da Vinci Communications (DVC), we prioritize strong partnerships with parents and guardians to foster a collaborative educational environment. To ensure ongoing engagement, we conduct student-led conferences twice per academic year, providing a platform for students to showcase their progress and for parents to offer valuable input. We also administer parent and guardian surveys biannually, gathering essential feedback to continually improve our programs. Parents and guardians actively participate in our Parent Advisory Committee and School Site Council, contributing to important decision-making processes. To support families in navigating their children’s future, we offer individual and group meetings focused on College and Career Preparedness, along with workshops on personal

Educational Partner(s)	Process for Engagement
	finance and college financial aid. We welcome families to our campus for Exhibition Nights, where student academic work is displayed, and for Back to School Night, which allows parents to meet teachers and explore classrooms. Additionally, welcoming webinars for incoming students help parents and guardians feel connected from the start. We also encourage parent involvement through volunteer opportunities at special events like Teacher Appreciation Week. These initiatives ensure that parents and guardians are integral partners in their children's education at DVC.
Staff	At Da Vinci Communications (DVC), we engage staff as educational partners by providing 20 days of professional development each year and actively seeking their input on the annual calendar. Our wellness committee ensures staff well-being, while the School Site Council and Parent Advisory Committee include staff voices in decision-making. The evaluation process encourages self-reflection and bi-annual meetings with administrative evaluators, promoting continuous growth. With an open-door policy, administrators remain accessible, and staff are honored as professionals, enjoying significant autonomy, such as designing project-based curricula. Staff representatives also serve on a Cohesion Team, regularly reviewing school culture and signature practices towards continuous improvement.
Professional Partners	At Da Vinci Communications (DVC), we engage professional partners in our pathway program through their participation in the Career Technical Education (CTE) Advisory Board. These industry professionals assist in project design and the development of real-world learning curricula, enriching our career technical education pathway offerings. They also participate in career-specific projects and events like Career Day, fostering strong connections between students and the professional world, and ensuring that our educational programs are relevant and impactful.

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

The adopted LCAP at Da Vinci Communications (DVC) was directly influenced by feedback from our educational partners, leading to a continued focus on math improvement through the engagement of a math coach and the establishment of professional learning communities. Additionally, we have prioritized enhanced support for our English Learner population, addressing specific needs identified through parent and guardian input. These initiatives reflect our commitment to responding to the community's feedback to ensure targeted and effective educational strategies.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Availability of Instructional Materials, as reported in the Student Accountability Report Card (SARC)	100% of students had access to instructional materials in print or electronic formats in 2023-24.	100% of students had access to instructional materials in print or electronic formats in 2024-25.	100% of students had access to instructional materials in print or electronic formats in 2025-26.	100% of students will have access to instructional materials in print or electronic formats	Maintained at 100%.
1.2	CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student	In the 2021-22 school year (most recent TAMO data available), DVC employed 28.1 Teaching FTE (Full	In the 2022-23 school year (most recent TAMO data available), DVC employed 29.4	In the 2023-24 school year (most recent TAMO data available), DVC employed 30.7	100% of teachers are properly assigned on the most current TAMO report, with	Decrease of 1.29%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card (SARC)	Time Equivalencies). 81.8% were classified as Clear, and 2.1% required no authorization (N/A), for a total of 83.9% of teachers assigned appropriately.	Teaching FTE (Full Time Equivalencies). 88.59% were classified as Clear, and 11.37% were classified as misassignments.	Teaching FTE (Full Time Equivalencies). 87.3% were classified as Clear, and 1.82% were classified as ineffective or misassignments.	a status of Clear (appropriately credentialed for the content area) or N/A (credential not required).	
1.3	Teacher reflections and evaluations	100% of teachers are participating in a reflective evaluation process in 2023-24.	100% of teachers are participating in a reflective evaluation process in 2024-25.	100% of teachers are participating in a reflective evaluation process in 2025-26.	96% of teachers will participate in a reflective evaluation process and earn a positive evaluation.	Maintained at 100%.
1.4	Teacher professional development ratings	On the 2023-24 annual staff survey, 92% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 94% positively to questions on the Professional Learning Environment.	On the 2024-25 annual staff survey, 97% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 96% positively to questions on the Professional Learning Environment.	In 2025-26, Da Vinci staff surveys transitioned to Attuned surveys in partnership with CSGF. Our new baseline for the Leadership Efficacy section questions are 82% positive (Extremely/ Very) for Da Vinci Communications.	Staff will continue to provide at least 90% positive feedback on professional learning opportunities at DVC.	New baseline data is 8% below the 90% target.
1.5	Success in academic curriculum	90% of DVC students achieved a 2.0 or above unweighted GPA in Fall 2023, and 91% of students earned a 2.0 or above in Spring 2024.	in 2024-25, 89% of DVC students achieved a 2.0 or above unweighted GPA in Fall 2024, and 86% of students earned a	In 2025-26, 88% of DVC students achieved a 2.0 or above unweighted GPA in Fall 2025, and 86% of students earned a	85% of students will remain above a 2.0 unweighted GPA each semester.	Maintained above 85%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2.0 or above in Spring 2025.	2.0 or above in Spring 2026.		
1.6	Targeted academic intervention	100% of students in need of intervention in Fall 2023 had academic supports in place before Spring 2024.	100% of students in need of intervention in Fall 2023 had academic supports in place before Spring 2025.	100% of students in need of intervention in Fall 2023 had academic supports in place before Spring 2026.	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 IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with existing specialized academic plans (IEPs/504s) for already eligible students will be in place and communicated to teachers within 30 days of enrollment	Maintained at 100%.
1.8	CA Facilities Inspection Tool (FIT) results, as reported in the Student Accountability Report Card (SARC)	The school is safe, clean and well maintained per January 2024 facilities inspection overall rating of 'Exemplary.'	The school is safe, clean and well maintained per January 2025 facilities inspection overall rating of 'Exemplary.'	The school is safe, clean and well maintained per January 2026 facilities inspection overall rating of 'Exemplary.'	Overall annual facilities inspection rating will remain Good or Exemplary.	Maintained at Exemplary.
1.9	School Safety: student survey results	86% positive student ratings (Very Safe/ Safe/ Neutral) on the Fall 2023 survey question 'Do you feel safe at school?'	68% positive student ratings (Strongly Agree/Agree) on the Fall 2024 survey question 'Do you feel safe at school?'	83% positive student ratings (Strongly Agree/Agree) on the Fall 2025 survey question 'Do you feel safe at school?'	At least 95% of students will report feeling safe at school.	Increase of 15%.

Goal Analysis [2025-26]

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

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

The overall implementation of Goal 1 actions at Da Vinci Communications was carried out as planned in Year 2, with no substantive differences between intended actions and actual implementation. Full access to instructional materials was maintained at 100% for all students, continuing the standard established at baseline and ensuring equitable curriculum participation across the school. Teacher recruitment and credentialing support through CTI Induction continued as planned, and while teacher assignment accuracy remained strong at 87.3% appropriately assigned, this reflects a slight decrease of 1.29% from Year 1, indicating that reaching full credentialing compliance remains an area requiring continued attention. Professional development activities were well-attended and positively received, with 100% of teachers participating in reflective evaluations for the third consecutive year. Notably, Year 2 marked a transition to the Attuned survey platform in partnership with CSGF, establishing a new baseline of 82% positive ratings for Leadership Efficacy, 8 points below the 90% target, which will serve as an important benchmark going forward. Academic outcomes remained strong, with 88% of students achieving a 2.0 or above unweighted GPA in Fall 2025, staying well above the 85% target. Intervention supports and specialized academic plans continued to be implemented with full fidelity, with 100% of students requiring intervention receiving supports and 100% of IEP and 504 plans communicated to teachers within 30 days of enrollment. A meaningful success in Year 2 was the recovery in student-reported feelings of safety, which rose from 68% in Year 1 to 83% in Year 2, a 15-percentage-point increase, though this remains below both the baseline of 86% and the 95% target, signaling that school climate efforts must continue to be a priority heading into Year 3.

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

There were no significant reported differences between budgeted and actual expenditures related to the core actions under this goal. Costs related to teacher preparation time were incorporated within overall salary expenses rather than as separate line items, reflecting an integrated investment in instructional quality. The funding allocated for CTI induction and credential support, academic coaching, and tutoring training was used effectively to support these activities. Any minor variances are likely related to operational factors such as staff turnover or timing of service delivery but did not materially affect the implementation of planned services or improved outcomes.

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

The specific actions under Goal 1 have continued to demonstrate overall effectiveness in supporting instructional quality, staff development, and student academic outcomes through Year 2, with most actions maintaining or improving upon prior year results.

Action 1.1- course materials and supplies for project-based learning, remained fully effective for the third consecutive year, with 100% of students having access to instructional materials in 2025-26, ensuring equitable curriculum participation across all student groups.

Action 1.2- teacher recruitment and credentialing support, has shown mixed results, while the percentage of appropriately assigned teachers remains high at 87.3%, this reflects a slight decline of 1.29% from Year 1's 88.59%, suggesting that while CTI Induction and credentialing efforts are sustaining a strong foundation, additional focus is needed to reverse the modest regression and move toward the 100% target.

Action 1.3- teacher professional development, remained highly effective, with 100% of teachers participating in reflective evaluations for the third year in a row, reflecting a sustained culture of professional accountability and continuous improvement.

Action 1.4- the expanded teacher preparation time model, continued to support meaningful collaboration and individualized student attention at no additional cost, and its contribution to instructional quality is reflected in the consistently strong staff engagement with professional learning.

Action 1.5- academic coaching support, demonstrated continued effectiveness in sustaining strong academic outcomes schoolwide, with 88% of students achieving a 2.0 or above unweighted GPA in Fall 2025, remaining comfortably above the 85% target despite a modest downward trend from the 90% baseline.

Action 1.6- training for academic coaches and paraeducators, continued to prove effective, with 100% of students requiring intervention receiving academic supports prior to the spring semester, and 100% of students with IEPs or 504 plans receiving timely plan communication, both maintained at full fidelity across all three years.

The most notable positive trend in Year 2 was the recovery in student-reported feelings of safety, rising from 68% in Year 1 to 83% in Year 2, suggesting that school climate efforts are gaining traction. However, as safety perceptions remain below both the 86% baseline and the 95% target, this area cannot yet be characterized as fully effective and will require continued intentional investment in Year 3.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 1 remain largely unchanged, as the overall structure continues to prove effective in supporting instructional quality, materials access, and student academic success. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis heading into Year 3. The slight regression in teacher assignment accuracy from 88.59% in Year 1 to 87.3% in Year 2 reinforces the ongoing need for diligent credentialing support and monitoring through CTI Induction, and DVC remains committed to reaching full compliance with the 100% target. The transition to the Attuned survey platform in Year 2 established a new baseline of 82% positive ratings for Leadership Efficacy, which is 8 percentage points below the 90% target, and will serve as an important starting point for measuring the impact of professional development going forward. Professional development planning for Year 3 will continue to prioritize Marzano-based strategies, math consultation, and LACOE literacy support, with sustained focus on differentiated instruction and culturally responsive teaching to address persistent achievement gaps for English Learners and Socioeconomically Disadvantaged students. Academic coaching and paraeducator training will continue with targeted attention to closing identified gaps in ELA and Math. Encouragingly, the recovery in student-reported feelings of safety from 68% in Year 1 to 83% in Year 2 reflects the positive impact of renewed school climate efforts, and this momentum will be carried into Year 3 with continued investment in safety and belonging initiatives. The 95% target remains aspirational, and closing the remaining gap between current results and that benchmark will be a continued area of focus.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course Materials & Supplies for Project-Based Learning Activities	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$17,647.00	No
1.2	Teacher recruitment and credentialing support	Coordination of CTI Induction participation activities, teachers who have not cleared their credential are provided an CTI induction program in order to do so and Da Vinci covers partial costs. Provide teacher assistance in transferring credential information. Providing support to intern credential holders or those from out of state in obtaining proper credentials. Hiring appropriately credentialed teachers and properly assigning them to courses and learners that they are qualified to teach.	$7,500.00	No
1.3	Teacher professional development	Teachers participate in professional development geared specifically toward increasing the academic achievement of the unduplicated count students.	$44,442.00	Yes
1.4	Teacher preparation time	Teachers at DVC have double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and allows for collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real-world project-based, common core guided curriculum. This cost is included in all teacher salaries as an increased expense rather than a singularly noted itemized expense.		No
1.5	Academic coaching support	Students will have access to academic coaching and tutoring support as needed to support their academic success. Unduplicated students will be given priority to tutoring opportunities.	$25,957.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Training for academic coach / paraeducators	Tutoring training for classified staff providing services with the unduplicated count students getting priority.	$2,209.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Attendance at Student Led Conferences	The number of parents attending student led conferences in 2023-24 was 85% as measured by teacher feedback.	The number of parents attending student led conferences in 2024-25 was 89% as measured by teacher feedback.	The number of parents attending student led conferences in 2025-26 was 93% as measured by teacher feedback.	The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Increase of 4%. 90% target outcome met.
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 88% of families responded positively (Strongly Agree/Agree) that DVC	Fall 2024 parent surveys show that 92% of families responded positively (Strongly	Fall 2025 parent surveys show that 93% of families responded positively (Strongly	At least 85% of families believe that DVC is Good, Very Good, or Excellent at	Increase of 1%. 85% target met and maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		involves parents in decision-making processes.	Agree/ Agree) that DVC involves parents in decision-making processes.	Agree/ Agree) that DVC involves parents in decision-making processes.	involving parents in decision-making processes.	
2.3	Parent Participation in programs for unduplicated pupils	Fall 2023 parent survey responses to the question: ‘I feel welcome to participate at this school’ are 88% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 89% positive for those who report being socio-economically disadvantaged.	Fall 2024 parent survey responses to the question: ‘I feel welcome to participate at this school’ are 95% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 96% positive for those who report being socio-economically disadvantaged.	Fall 2025 parent survey responses to the question: ‘I feel welcome to participate at this school’ are 96% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 100% positive for those who report being socio-economically disadvantaged.	At least 85% of families who are socio-economically disadvantaged and/or whose primary language is other than English, Agree or Strongly Agree that they feel welcome to participate at DVC.	SED: Increase of 4%. EL: Increase of 1%. 85% target met and maintained.
2.4	Average Daily Attendance (ADA)	DVC ADA for 2023-24 was 93.63%.	DVC ADA for 2024-25 was 93.39%.	DVC ADA for 2024-25 was 94.09%.	DVC ADA will remain above 95%.	Increase of 0.7%.
2.5	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 2.4% of students were suspended at least once, an increase of .9% from the previous year for an Orange color rating overall.	On the 2024 CA Dashboard, 1.3% of students were suspended at least once, with a decrease of 1.1% from the previous year for an Green color rating overall.	On the 2025 CA Dashboard, 1.1% of students were suspended at least once, with a decrease of 0.2% from the previous year for a Green color rating overall.	DVC will decrease the suspension rate to earn and then maintain a Blue or Green rating on CA School Dashboard.	Decline of 0.2%. Blue/Green rating target met and maintained.
2.6	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 3.1% of	On the 2024 CA Dashboard, 1.1%	On the 2025 CA Dashboard, 0.7%	DVC will decrease the suspension	SED: Decline of 0.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(unduplicated subgroups)	SED students were suspended at least once, an increase of 1.3% from the previous year for an Orange color rating for SED students. 0% of English Learners were suspended at least once, and maintained 0% from the previous year. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	of SED students were suspended at least once, a decrease of 2.1% for a Blue color rating for SED students. 0% of English Learners were suspended at least once, and maintained from 0%, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	of SED students were suspended at least once, a decrease of 0.4% for a Green color rating for SED students. 5.7% of English Learners were suspended at least once, an increase of 5.7%, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	rates for SED and EL students to earn and then maintain a Blue or Green rating for both groups on CA School Dashboard.	EL: Increase of 5.7%. Blue/Green rating target met and maintained for SED students. No color rating maintained for EL students.
2.7	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 78% of students chose 'Agree' or 'Strongly Agree' on the Diversity & Inclusion section of the survey.	On the Fall 2024 student survey, 75% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section questions.	On the Fall 2025 student survey, 86% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section questions.	More than 80% of respondents choose ‘Agree,' or ‘Strongly Agree’ on the 5 question Diversity & Inclusion section of the annual student survey.	Increase of 11%. 80% target met.
2.8	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 74% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 66% of students chose 'Agree' or 'Strongly Agree' on the School Culture & Safety section of the survey.	On the Fall 2025 student survey, 77% of students chose 'Agree' or 'Strongly Agree' on the School Culture & Safety section of the survey.	More than 80% of respondents choose ‘Agree,' or ‘Strongly Agree’ on the 7 question School Community & Connectedness section of the annual student survey.	Increase of 11%.

Goal Analysis [2025-26]

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

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

Implementation of Goal 2 at Da Vinci Communications continued to focus on strengthening a student-centered, inclusive, and caring environment through parent engagement, equity initiatives, and school climate supports, with no substantive differences between planned actions and actual implementation in Year 2. Parent engagement activities including parent nights, regular communications, and advisory curriculum development were carried out as planned, and parent perceptions of involvement continued to strengthen, with 93% of families responding positively to questions about DVC's involvement of parents in decision-making in Year 2, up from 92% in Year 1 and above the 85% target. Particularly encouraging were the gains among unduplicated families, with 96% of families whose primary language is other than English and 100% of socioeconomically disadvantaged families reporting that they feel welcome to participate at DVC, both reflecting meaningful year-over-year growth and well exceeding the 85% target. Restorative practice efforts and a continued commitment to equitable discipline contributed to a sustained decline in suspension rates, with the overall rate dropping to 1.1% in Year 2 and earning a Green rating on the CA School Dashboard for the second consecutive year. SED suspension rates also continued to decline, falling to 0.7% and maintaining a Green rating. A notable challenge in Year 2 was a rise in English Learner suspensions to 5.7%, up from 0%, signaling a need for more targeted behavioral supports for this subgroup. On a positive note, student survey results showed meaningful recovery in Year 2 across both Diversity & Inclusion, rising from 75% to 86% and surpassing the 80% target, and School Culture & Safety, climbing from 66% to 77%, though this remains below the 80% target and indicates continued work is needed to strengthen student connectedness and sense of community.

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 in Year 2. Funds allocated for parent engagement activities, advisory curriculum development, counseling staffing, professional development in restorative practices and culturally responsive pedagogy, and school climate initiatives were utilized as planned and in support of intended outcomes. Staffing levels supporting low counselor-to-student ratios and family outreach efforts remained consistent with budgeted projections. Any minor variances were attributable to routine operational factors and did not materially affect the delivery or quality of planned services.

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

The specific actions under Goal 2 have demonstrated continued and in many cases improved effectiveness in Year 2, with most metrics showing positive trends and several areas of notable growth.

Action 2.1- parent and guardian engagement and communications, remained highly effective, with parent perceptions of involvement in decision-making rising from 92% in Year 1 to 93% in Year 2, and feelings of welcome among unduplicated families reaching new highs, 96% for families whose primary language is other than English and 100% for socioeconomically disadvantaged families, both well above the 85% target. Consistent multi-channel communication through school platforms, the DVC website, and direct outreach continued to sustain strong family engagement.

Action 2.2- advisory curriculum, showed promising signs of effectiveness in Year 2, as student survey results on Diversity & Inclusion rebounded significantly from 75% in Year 1 to 86% in Year 2, surpassing the 80% target. While it is difficult to attribute this improvement solely to advisory, the intentional curriculum focused on student connectedness and belonging likely contributed meaningfully to this recovery.

Action 2.3- extracurricular activities including the Freshman Overnighter and peer leader training, continued to support student connectedness, and the broader positive trend in school climate survey results in Year 2, with School Culture & Safety rising from 66% to 77%, suggests these programs are having a cumulative positive effect, though the 80% target has not yet been reached and upper grade engagement remains an area for continued focus.

Action 2.4- counseling staffing, continued to demonstrate strong effectiveness through the maintenance of a low student-to-counselor ratio, which has supported sustained reductions in suspension rates, declining from 1.3% in Year 1 to 1.1% in Year 2 schoolwide, and from 1.1% to 0.7% for SED students, earning a Green Dashboard rating for the second consecutive year. A notable concern emerging in Year 2 is the rise in English Learner suspensions to 5.7%, up from 0%, which signals a need for more targeted behavioral and socioemotional support for this subgroup through counseling and other wraparound services.

Action 2.5- administrative staffing through the Assistant Principal role, continued to support positive school climate, family outreach, and MTSS implementation effectively, as reflected in strong parent engagement data and the continued decline in overall suspension rates. The Assistant Principal's outreach to families whose primary language is other than English and socioeconomically disadvantaged families is evidenced by the record-high welcoming perceptions among those groups in Year 2.

Action 2.6- professional development in restorative practices and culturally relevant pedagogy, showed encouraging signs of effectiveness in Year 2, as the rebound in student survey results across Diversity & Inclusion and School Culture & Safety suggests that ongoing investment in staff training is translating into improved student experience. However, with both metrics still below their 80% targets and the EL suspension rate rising, continued and deepened professional development in restorative and equity-centered practices remains essential heading into Year 3.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 2 remain largely unchanged, as the overall structure has proven effective in strengthening parent engagement, reducing suspensions, and improving student perceptions of school climate. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis heading into Year 3. The significant recovery in student survey results across both Diversity & Inclusion, rising from 75% to 86%, and School Culture & Safety, climbing from 66% to 77%, validates the continued investment in advisory curriculum, extracurricular programming, and professional development in restorative and culturally responsive practices. These actions will continue in Year 3 with a sustained focus on closing the remaining gap to the 80% target for School Culture & Safety and further strengthening student connectedness, particularly among upper grade students where feelings of community and inclusion have historically been lower. The

sustained decline in overall and SED suspension rates affirms the effectiveness of counseling staffing and restorative practices professional development, and these actions will continue as planned. However, the emergence of an English Learner suspension rate of 5.7% in Year 2, up from 0%, is a significant concern that will prompt more targeted behavioral supports, counseling outreach, and culturally responsive interventions specifically designed for EL students in Year 3. Parent engagement actions will continue as planned given the consistently strong and improving results, with ongoing attention to maintaining high levels of welcome and involvement among unduplicated families. Average daily attendance remains slightly below the 95% target, particularly for SED and EL students, and will receive increased focus through administrative outreach and counseling supports in Year 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/guardian engagement & communications	Da Vinci Communications will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home messages and reminders via the computerized school phone system.	$34,943.00	No
2.2	Advisory curriculum	Creation and execution of an advisory curriculum that supports increased unduplicated student engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.	$11,500.00	Yes
2.3	Extra-curricular activities including freshman Overnighter and	Freshmen students will participate in an overnighter trip prior to entering DVC to increase the connectedness of unduplicated students to the school culture. Student leaders in 10th, 11th, & 12th grades will be trained in the super peer counseling program. Supports will be provided to 9th grade	$381,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
	overnighter leader training	students through the super peer counseling program throughout the school year.		
2.4	Counseling staffing	Counselors will support students more effectively with a lower student to counselor ratio. DVC will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVC ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.	$236,737.00	Yes
2.5	Administrative Staffing-Assistant Principal	To ensure the academic success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues. Administrators will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Da Vinci Communications seeks to maintain a positive school climate, parent and student engagement. Data gathered from surveys was used to reflect and improve school programs. Reports from the survey will be made public to parents. Specifically, the school will make greater effort to reach out to families whose first language is not English, socio-economically disadvantaged families, and families who do not regularly interact with the school.	$169,876.00	Yes
2.6	Professional Development	Opportunities for staff to engage in professional development (consultants, trainings, conferences) in restorative practices and culturally relevant instructional practices critical to increasing the success of Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils.	$5,704.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard: English Language Arts	On the 2023 CA School Dashboard, DVC students scored 26.9 points above standard in ELA, a decline of 16.4 points from the	On the 2024 CA School Dashboard, DVC students scored 13.9 points above standard in ELA, a decline of	On the 2025 CA School Dashboard, DVC students scored 14.4 points above standard in ELA, an increase	DVC will annually improve CAASPP distance from standard scores in English to earn and maintain a	Increase of 0.5 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year before, for a Yellow overall dashboard rating.	13.1 points from the year before, for a Yellow overall dashboard rating.	of 0.5 points from the year before, for a Yellow overall dashboard rating.	Blue or Green rating on the CA School Dashboard.	
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 CA School Dashboard, our 63 SED students at DVC scored 12.3 points above standard in English, a decline of 7.2 points from the year before for a Yellow overall dashboard rating. DVC only had six 11th grade EL students in 2023, which is not enough students to have scores reported on the CA Dashboard for that year.	On the 2024 CA School Dashboard, our 74 SED students at DVC scored 9.5 points below standard in English, a decline of 21.8 points from the year before for an Orange overall dashboard rating. English Learners scored 113.5 points below standard, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	On the 2025 CA School Dashboard, our 62 SEL students at DVC scored 0.5 points below standard in English, an increase of 8.9 points from the year before for a Yellow overall dashboard rating. English Learners scored 55.8 points below standard, an increase of 57.7 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	DVC will annually improve CAASPP distance from standard scores in English to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED: Increase of 8.9 points. EL: Increase of 57.7 points.
3.3	PSAT Evidence-Based Reading and Writing (ERW): 11th grade college readiness	In Fall 2023, 64% of the 127 juniors in the 2025 cohort met the benchmark on their PSAT ERW, and 6% of students were approaching benchmark, demonstrating that 71% of juniors were on track	In Fall 2024, 48% of the 117 juniors in the 2026 cohort tested met the benchmark on their ERW PSAT, and 21% of students were approaching benchmark,	In Fall 2025, 58% of the 125 juniors in the 2027 cohort tested met the benchmark on their ERW PSAT, and 18% of students were approaching benchmark,	PSAT Evidence-Based Reading and Writing (ERW) benchmark scores will improve and then maintain at a rate higher than 75%.	Met Benchmark: 10% Increase. College Ready: 7% Increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for college readiness in English.	demonstrating that 69% of juniors were on track for college readiness in English.	demonstrating that 76% of juniors were on track for college readiness in English.		
3.4	PSAT Evidence-Based Reading and Writing (ERW): 12th grade college readiness growth and achievement	DVC 2024 cohort growth: 96 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT ERW mean benchmark score of 430-470 with a mean score of 460, a 40 point increase from the previous year. They also met the college readiness benchmark of 460 for the PSAT ERW. The 2024 cohort also met the projected mean score of 440-480 for the Spring 2023 SAT with a score of 440, but did not meet the overall SAT ERW college readiness benchmark of 480 on their Spring 2023 SAT tests.	DVC 2025 cohort ERW growth: PSAT 9 to PSAT 10 (103 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: -10 PSAT 10 to PSAT 11 (53 students) Projected Mean Score: Met College Readiness: Met Mean score change: +100 SAT 11 to SAT 12 (53 students) Projected Mean Score: Met College Readiness: Met Mean score change: +20	DVC 2026 cohort ERW growth: PSAT 9 to PSAT 10 (105 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +20 PSAT 10 to PSAT 11 (103 students) Projected Mean Score: Met College Readiness: Met Mean score change: +40 PSAT 11 to SAT 11 (109 students) Projected Mean Score: Met College Readiness: Met	DVC students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.	PSAT 9 to PSAT 10: +20 points PSAT 10 to PSAT 11: +40 points PSAT 11 to SAT 11: +20 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Mean score change: +20		
3.5	CA Dashboard: English Learner Progress Indicator (ELPI)	On the 2023 CA School Dashboard, 26.7% of DVC EL students made progress towards English Language Proficiency, a decline of 31.7%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, 70% of DVC EL students made progress towards English Language Proficiency, an increase of 43.3%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2025 CA School Dashboard, 31.6% of DVC EL students made progress towards English Language Proficiency, a decrease of 38.4%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	DVC will annually improve distance from standard scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.	Decline of 38.4%.

Goal Analysis [2025-26]

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

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

Implementation of Goal 3 at Da Vinci Communications continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. The school continued its commitment to a holistic and equitable approach to evaluating English Language Arts achievement, with planned actions including PSAT and SAT administration and tracking, CAASPP and ELPAC data analysis, and targeted supports for low-income and English learner students carried out as intended. A notable success in Year 2 was the stabilization and modest improvement in overall CAASPP ELA scores, with DVC students scoring 14.4 points above standard, an increase of 0.5 points from Year 1, maintaining a Yellow Dashboard rating and reversing the downward trend seen in prior years. Even more encouraging were the gains made by unduplicated subgroups: SED students improved by 8.9 points on the ELA Dashboard, moving from 9.5 points below standard to just 0.5 points below standard and earning a Yellow rating, a meaningful recovery from the Orange rating in Year 1. English Learner students showed a remarkable 57.7-point improvement in ELA distance from standard, though scores remain 55.8 points below standard and no color rating was awarded due to subgroup size. PSAT college readiness data for 11th grade also showed positive momentum in Year 2, with 76% of juniors on track for college readiness in English, a 7-percentage-point increase from Year 1, and 12th grade cohort growth data for the class of 2026 reflected strong performance, with projected mean scores and college readiness benchmarks met across multiple assessment transitions. A challenge identified in Year 2 was a significant decline in English Learner Progress Indicator (ELPI) results, falling from 70% making progress in Year 1 to 31.6% in Year 2, a decrease of 38.4%, which, while partially reflective of the volatility inherent in small subgroup data, underscores the continued need for sustained and targeted English language development supports. Overall, Year 2 reflected meaningful progress in reversing prior declines in ELA achievement, with encouraging gains for historically underserved student groups, while also highlighting areas where continued focus and intervention are essential.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 3 actions in Year 2. Funds allocated for ELA intervention and support classes, diagnostic testing software, PSAT and SAT preparation and testing fees, internally developed curriculum, and the EL Coordinator stipend were utilized as planned and in alignment with intended purposes. The estimated percentage of improved services provided to unduplicated pupils remained consistent with the original plan, with priority access to tutoring, language development supports, and diagnostic-informed instruction maintained throughout the year. While services were delivered as budgeted, the mixed trends in outcome data, particularly the decline in ELPI results despite gains in CAASPP ELA scores, reflect the complexity of serving a small and diverse English Learner population rather than any deviation in planned expenditures or service delivery.

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

The specific actions under Goal 3 have demonstrated meaningful progress in Year 2, with several metrics showing encouraging reversals of prior year declines, though achievement gaps for unduplicated students remain a persistent area of focus.

Action 3.1- intervention and support classes in ELA, showed continued effectiveness in Year 2, as overall CAASPP ELA scores stabilized with a modest 0.5-point gain schoolwide, and SED students improved by 8.9 points on the Dashboard, moving from Orange to Yellow, suggesting that prioritizing unduplicated students in intervention opportunities is beginning to yield measurable results. EL students also showed a dramatic 57.7-point improvement in ELA distance from standard, though scores remain 55.8 points below standard, indicating that intervention supports are moving in the right direction but must be sustained and strengthened.

Action 3.2- software for diagnostic testing and instructional support, continued to support data-driven instruction through NWEA assessments and teacher analysis of mastery-based grading data, enabling more targeted scaffolding and differentiation for high-need students. The improvement in SED and EL CAASPP scores in Year 2 suggests that diagnostic tools are informing more effective instructional decisions, though continued refinement is needed to close remaining gaps.

Action 3.3- internally developed curriculum for reading intervention, continued at no additional cost and supported the broader intervention framework, providing teachers with flexible tools to address diverse literacy needs across the student population.

Action 3.4- PSAT and SAT test and prep course fees, demonstrated positive effectiveness in Year 2, with 11th grade college readiness in English rebounding from 69% in Year 1 to 76% in Year 2, surpassing the 75% target, and the class of 2026 cohort meeting projected mean scores and college readiness benchmarks across multiple assessment transitions. Removing financial barriers to test preparation for unduplicated students continues to support improved access to college readiness opportunities.

Action 3.5- the EL Coordinator stipend, plays a critical role in monitoring and supporting English Learner progress, and the 57.7-point gain in EL CAASPP ELA distance from standard in Year 2 reflects the value of having dedicated coordination of EL testing, intervention, and data reporting. However, the significant decline in ELPI results, from 70% of EL students making progress in Year 1 to just 31.6% in Year 2, is a serious concern that underscores the need for the EL Coordinator role to be further leveraged in connecting data trends to timely instructional and support responses for this subgroup.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 3 remain largely unchanged, as the overall framework continues to support meaningful progress in ELA achievement for all students, including unduplicated subgroups. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis and refinement heading into Year 3. The stabilization of overall CAASPP ELA scores and the encouraging gains made by SED students, moving from Orange to Yellow on the Dashboard, and EL students improving by 57.7 points in distance from standard, validate the continued investment in intervention classes, diagnostic testing, and the EL Coordinator role, all of which will be maintained in Year 3. The rebound in 11th grade PSAT college readiness to 76%, surpassing the 75% target, affirms the effectiveness of PSAT and SAT preparation supports, and these will continue with sustained attention to disaggregating results by subgroup to ensure unduplicated students are equitably benefiting from preparation resources. The significant decline in ELPI results from 70% in Year 1 to 31.6% in Year 2 is the most pressing area of concern identified through Year 2 reflection, and will prompt more intentional use of the EL Coordinator role to connect ELPAC and ELPI data trends to timely instructional responses, as well as closer collaboration between the EL Coordinator, counseling staff, and classroom teachers to ensure English Learners receive coordinated and consistent language development support throughout the year. The continued achievement gap for SED students, despite improvement, reinforces the need for sustained prioritization of unduplicated students in intervention and tutoring opportunities, and more intentional use of mid-year formative assessment data to identify needs earlier and adjust instruction prior to CAASPP testing. Internally developed curriculum for reading intervention will continue to be refined based on emerging student data, and diagnostic tools will be used with greater intentionality to inform differentiated instruction for high-need learners. Overall, Year 3 planning reflects a commitment to building on the positive momentum of Year 2 while addressing the areas where gaps and declines signal the need for deeper and more targeted action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention and support classes in ELA	Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$29,926.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Software for diagnostic testing and instructional support in ELA	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 skills levels. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of high needs students. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.	$11,785.00	Yes
3.3	Curriculum Development	Internally developed curriculum to support reading intervention needs for all students.		No
3.4	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses offered during the school day or before-school, after-school, or on school breaks or weekends. Course offered at no cost to unduplicated students.	$8,000.00	Yes
3.5	EL Coordinator	Teacher stipend for monitoring testing, support, and intervention for English learners, and providing updates on data and interventions at School Site Council Meetings.	$5,875.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard: Mathematics Indicator	On the 2023 CA School Dashboard, DVC students scored 66 points below standard in Math, a decline of 16 points from the year before, for an Orange	On the 2024 CA School Dashboard, DVC students scored 74.4 points below standard in Math, a decline of 8.4 points from the	On the 2025 CA School Dashboard, DVC students scored 80.8 points below standard in Math, a decline of 6.4 points from the	DVC will annually improve CAASPP distance from standard scores in Math to earn and maintain a Blue or Green rating on	Decline of 6.4 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	year before, for an Orange overall dashboard rating.	year before, for an Orange overall dashboard rating.	the CA School Dashboard.	
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 CA School Dashboard, our 63 SED students at DVC scored 86.3 points below standard in Math, a decline of 8.9 points from the year before for an Orange overall dashboard rating. DVC only had six 11th grade EL students tested in 2023, which is not enough students to have scores reported on the CA Dashboard for this year.	On the 2024 CA School Dashboard, our 74 SED students at DVC scored 96.5 points below standard in Math, a decline of 10.1 points from the year before for an Orange overall dashboard rating. English Learners scored 173.5 points below standard, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	On the 2025 CA School Dashboard, our 64 SEL students at DVC scored 96.2 points below standard in Math, an increase of 0.2 points from the year before for an Orange overall dashboard rating. English Learners scored 174.4 points below standard, a decline of 0.9 though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	DVC will annually improve CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED: Increase of 0.2 points. EL: Decline of 0.9 points.
4.3	PSAT Math: 11th grade college readiness	In Fall 2023, 32.3% of the 127 juniors in the 2025 cohort met the benchmark on their Math PSAT, and 17.3% of students were approaching benchmark, demonstrating that 49.6% of juniors were on track for college readiness in Math.	In Fall 2024, 15% of the 117 juniors in the 2026 cohort tested met the benchmark on their Math PSAT, and 13% of students were approaching benchmark, demonstrating that 28% of juniors	In Fall 2025, 32% of the 125 juniors in the 2027 cohort tested met the benchmark on their Math PSAT, and 10% of students were approaching benchmark, demonstrating that 42% of juniors	PSAT Math Met & Approaching benchmark scores will improve and then maintain at a rate higher than 50%.	Met Benchmark: 17% Increase. College Ready: 14% Increase.

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 Math.	were on track for college readiness in Math.		
4.4	PSAT Math: 12th grade college readiness growth and achievement	DVC 2024 cohort growth: 96 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT Math mean benchmark score of 420-470 with a mean score of 440, a 20 point increase from the previous year. They did not meet the college readiness benchmark of 510 for the Math PSAT. The 2024 cohort also met the projected mean score of 440-480 for the Spring 2023 SAT with a score of 440, but again did not meet the overall college readiness benchmark of 530 on their Spring 2023 SAT tests.	DVC 2025 cohort Math growth: PSAT 9 to PSAT 10 (103 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +10 PSAT 10 to PSAT 11 (53 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +60 SAT 11 to SAT 12 (53 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: 0	DVC 2026 cohort Math growth: PSAT 9 to PSAT 10 (105 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: 0 PSAT 10 to PSAT 11 (103 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +10 PSAT 11 to SAT 12 (109 students) Projected Mean Score: Met College Readiness: Not Met	DVC students will continue to meet projected mean score and will improve to meet benchmark outcomes on PSAT and SAT Math exams.	PSAT 9 to PSAT 10: 0 points PSAT 10 to PSAT 11: +10 points PSAT 11 to SAT 12: +20 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Mean score change: +20		

Goal Analysis [2025-26]

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

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

Implementation of Goal 4 at Da Vinci Communications continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. Planned supports including math intervention and support classes, diagnostic testing software, internally developed curriculum, PSAT and SAT preparation, and math consultation services were all carried out as intended throughout the year. Despite consistent and continued implementation of these actions, overall math achievement as measured by CAASPP continued to decline, with DVC students scoring 80.8 points below standard in Year 2, a further decline of 6.4 points from Year 1, maintaining an Orange Dashboard rating for the third consecutive year. This persistent downward trend represents the most significant challenge identified under Goal 4 and underscores that while services are being delivered as planned, the current approach has not yet been sufficient to reverse the trajectory of math outcomes schoolwide. Among unduplicated subgroups, results were marginally more stable: SED students scored 96.2 points below standard, essentially flat compared to Year 1 results of 96.5, reflecting a negligible improvement of 0.2 points but remaining deep in Orange territory. EL students declined slightly by 0.9 points to 174.4 points below standard, with no color rating awarded due to subgroup size. A meaningful bright spot in Year 2 was the recovery in 11th grade PSAT Math college readiness, with 32% of juniors meeting the benchmark, a 17-percentage-point increase from Year 1's 15%, and 42% of juniors on track for college readiness overall, up from 28% in Year 1, suggesting that PSAT preparation efforts are gaining traction among upperclassmen. Longitudinal cohort growth data for the class of 2026 also showed that projected mean score targets were met from PSAT 10 through SAT 12, with score gains of +10 and +20 points respectively, indicating that while college readiness benchmarks in Math remain out of reach, students are making incremental progress over time. Reaching and sustaining meaningful improvement in math proficiency for all students, particularly unduplicated subgroups, remains the central challenge heading into Year 3.

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 4 actions in Year 2. Funds allocated for math intervention and support seminar programs, diagnostic testing software through NWEA, internally developed math curriculum, MTSS coordination, and PSAT and SAT preparation and testing fees were all utilized as planned and in support of intended activities. Costs associated with the Algebra Lab, Data Science stipend, instructional coaching, and math consultation services were implemented within budgeted projections. MTSS coordination and internally developed curriculum for math intervention continued at no additional cost, consistent with prior year planning. The estimated percentage of improved services provided to unduplicated pupils remained consistent with the original plan, with unduplicated students continuing to receive prioritized access to intervention opportunities, diagnostic-informed instruction, and no-cost test preparation resources. While all services were delivered as budgeted, the continued decline in overall CAASPP

Math scores reflects the complexity of the achievement challenges DVC faces in this area rather than any deviation from planned expenditures or service delivery.

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

The specific actions under Goal 4 showed mixed but somewhat improved effectiveness in Year 2 compared to Year 1, with several metrics reflecting stabilization or modest recovery, though overall math proficiency remains a persistent challenge.

Action 4.1- intervention and support seminar programs in mathematics, continued to provide students with access to intervention courses and academic coaching with unduplicated students prioritized, and while CAASPP Math scores continued to decline schoolwide by 6.4 points in Year 2, the rate of decline has slowed considerably from the 8.4-point drop in Year 1, suggesting that intervention supports may be beginning to moderate the trajectory. Encouragingly, SED student scores were essentially flat year-over-year, improving by just 0.2 points, which while not meaningful growth represents a stabilization after two consecutive years of decline and may reflect the impact of more intentional prioritization of unduplicated students in intervention opportunities.

Action 4.2- software for diagnostic testing and instructional support, continued to provide teachers with NWEA MAP data to inform scaffolding and differentiated instruction across math courses. The stabilization of SED scores and the recovery in 11th grade PSAT Math benchmark attainment, rising from 15% in Year 1 to 32% in Year 2, suggest that diagnostic data is being used more effectively to target instruction, though the connection between diagnostic insights and classroom follow-through will need to continue strengthening to produce broader proficiency gains.

Action 4.3- Multi-Tiered Student Supports, continued to provide a framework for identifying and responding to academic and behavioral needs, and the PSAT cohort growth data for the class of 2026, with projected mean scores met from PSAT 10 through SAT 12 and score gains of +10 and +20 points respectively, reflects the cumulative impact of sustained tiered supports on student progress over time. However, college readiness benchmarks in Math remain unmet across all cohort transitions, indicating that Tier 2 and Tier 3 math-specific interventions need continued refinement and stronger fidelity of implementation to produce proficiency-level outcomes.

Action 4.4- internally developed curriculum for math intervention, continued at no additional cost and provided teachers with flexible tools to address diverse math learning needs. While the effectiveness of this curriculum is difficult to isolate from other factors, the modest stabilization of scores in Year 2 suggests it continues to serve a useful supporting role within the broader intervention framework, though ongoing refinement to align more directly with CAASPP standards and college readiness expectations remains important.

Action 4.5- PSAT and SAT test and prep course fees, showed meaningful positive results in Year 2, with 11th grade PSAT Math college readiness recovering significantly, from 28% on track in Year 1 to 42% on track in Year 2, including a 17-percentage-point increase in students meeting the benchmark outright. Providing no-cost access to test preparation for unduplicated students appears to be contributing to this recovery, and continued investment in this action is warranted.

Overall, while Goal 4 actions have not yet produced the proficiency improvements needed to move DVC out of Orange Dashboard territory in Math, the slowing rate of decline, stabilization of SED scores, and strong PSAT recovery in Year 2 suggest that the current actions are beginning to have a more meaningful cumulative impact and that continued implementation with targeted refinements is the appropriate path forward.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 4 remain unchanged, as the overall framework continues to provide the foundational structure needed to address math achievement challenges at DVC. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis and refinement heading into Year 3. The slowing rate of decline in overall CAASPP Math scores, the stabilization of SED student performance, and the significant recovery in 11th grade PSAT Math college readiness from 28% to 42% on track in Year 2 provide cautious encouragement that current actions are beginning to take hold, and these will all be continued and strengthened in Year 3. The continued failure to meet college readiness benchmarks across all PSAT and SAT Math cohort transitions, despite meeting projected mean score targets in most transitions, reinforces the need for greater alignment between math intervention curriculum, classroom instruction, and the specific skills assessed at the college readiness threshold. In Year 3, DVC will place increased emphasis on connecting NWEA diagnostic data more directly and consistently to instructional adjustments at the classroom level, ensuring that the insights generated by diagnostic tools translate into timely and targeted changes in teaching practice. The MTSS framework will continue to be leveraged for identifying and supporting high-need students, with a focus on strengthening the fidelity and intensity of Tier 2 and Tier 3 math-specific interventions for unduplicated students, particularly EL students whose CAASPP Math scores remain the furthest from standard. Professional development in data-driven math instruction and evidence-based pedagogy for unduplicated learners will continue to be a priority, building on the foundation established in prior years. The no-cost PSAT and SAT preparation model will be maintained given its apparent contribution to the Year 2 rebound in college readiness indicators, with continued attention to participation rates and engagement among unduplicated students to ensure equitable access to these supports. Overall, Year 3 planning reflects a commitment to building on the stabilization achieved in Year 2 while pursuing more intentional and targeted strategies to move DVC toward meaningful and sustained improvement in math proficiency 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 seminar programs in mathematics	Students in need of Math interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$34,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Software for diagnostic testing and instructional support in mathematics	Internal diagnostic tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth. These tests are done at no additional cost to the school.	$11,785.00	Yes
4.3	Multi-Tiered Student Supports	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Da Vinci Schools Data & Accountability staff work to support data collection, analysis, and structures to help ensure that high needs students have the interventions and resources that they need to be successful.		Yes
4.4	Curriculum for instructional support in math	Internally developed curriculum to support math intervention needs targeted for all students		No
4.5	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses offered during the school day or before-school, after-school, or on school breaks or weekends. Course offered at no cost to unduplicated students.	$8,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard: 4-Year Cohort Grad Rate	On the 2023 CA School Dashboard, DVC had a 4-year cohort graduation rate of 96.1%, a decline of 1.6% points from the year before, for a Blue	On the 2024 CA School Dashboard, DVC had a 5-year cohort graduation rate of 94.7%, a decline of 1.4% points from the year before, for a	On the 2025 CA School Dashboard, DVC had a 5-year cohort graduation rate of 91.5%, a decline of 3.2% points from the year before, for a	Cohort graduation rate will be Very High by state standards (at least 95%).	Decline of 3.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	Yellow overall dashboard rating.	Yellow overall dashboard rating.		
5.2	4-Year cohort dropout rate	The 4-year cohort dropout rate for the class of 2023 was 1.6% (2 students).	The 4-year cohort dropout rate for the class of 2024 was 0% (0 students).	The 4-year cohort dropout rate for the class of 2025 was 0% (0 students).	The dropout rate will remain less than 2%.	Maintained at 0%.
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 77.2% of DVC students were rated by the state as Prepared, for a Very High dashboard rating. No CCI ratings were reported on the 2022 dashboard, so change and color ratings for this metric will not be reported until the 2024 dashboard.	On the 2024 CA School Dashboard, 87.1% of DVC students were rated by the state as Prepared, an increase of 10% from the year before, for a Blue overall dashboard rating.	On the 2025 CA School Dashboard, 83.6% of DVC students were rated by the state as Prepared, a decrease of 3.5% from the year before, for a Green overall dashboard rating.	DVC will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Decline of 3.5%. Met and maintained target of Blue/Green rating.
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 70.6% of DVC SED students were rated as prepared on the College & Career indicator, for a Very High rating on the dashboard. DVC only had nine 12th grade EL graduates in 2023, which is not enough students to have preparedness reported on the CA Dashboard for this year. No CCI ratings were reported on the 2022 dashboard, so change and color	On the 2024 CA School Dashboard, 85.5% of DVC SED students were rated as prepared on the College & Career indicator, an increase of 15% from the previous year, for an overall Blue rating. DVC only had eleven 12th grade EL graduates in 2024, which is not enough students to have	On the 2025 CA School Dashboard, 81.7% of DVC SED students were rated as prepared on the College & Career indicator, a decrease of 3.8% from the previous year, for an overall Green rating. DVC only had ten 12th grade EL graduates in 2025, which is not enough students to have	DVC will improve or maintain prepared rates in College Readiness to earn and maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.	SED: 3.8% Decline. EL: No 2025 data available to determine difference. Met and maintained target of Blue/Green rating for SED students. Maintained no color rating for EL students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ratings for this metric will not be reported until the 2024 dashboard.	preparedness reported on the CA Dashboard for this year.	preparedness reported on the CA Dashboard for this year.		
5.5	Broad course of study: A-G eligibility rate	88.2% of the class of 2023 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	87.1% of the class of 2024 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	92.9% of the class of 2025 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	DVC will maintain A-G course eligibility rates above 90%.	Increase of 5.8%. Met 90% target.
5.6	Career Technical Education (CTE) pathway completion rate	72.4% of the class of 2023 graduating cohort completed a CTE course pathway.	87.1% of the class of 2024 graduating cohort completed a CTE course pathway.	84.4% of the class of 2025 graduating cohort completed a CTE course pathway.	DVC will increase and then maintain CTE pathway completion rates to remain above 50%.	Decline of 2.7%%. Met and maintained target above 50%.

Goal Analysis [2025-26]

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

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

Implementation of Goal 5 at Da Vinci Communications continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. The school maintained its commitment to providing all students with access to a broad course of study, college and career readiness preparation, CTE pathway completion, and the development of 21st century skills and habits of heart and mind. A standout success in Year 2 was the significant improvement in A-G eligibility, rising from 87.1% in Year 1 to 92.9% for the class of 2025, surpassing the 90% target for the first time and representing a 5.8-percentage-point increase from baseline. This reflects meaningful progress in ensuring that graduates have completed the coursework necessary for access to four-year university admission. The dropout rate remained at 0% for the second consecutive year, demonstrating the effectiveness of student support and retention efforts in keeping all students on track through graduation. CTE pathway completion remained strong at 84.4%, well above the 50% target and reflecting DVC's continued success in connecting students to real-world, career-aligned learning experiences, though this represents a modest 2.7-percentage-point decline from Year 1's 87.1%. The most notable challenges in Year 2 were the continued decline in the four-year cohort graduation rate, falling from 94.7% in Year 1 to 91.5% in Year 2, a 3.2-percentage-point drop that maintains a Yellow Dashboard rating and moves further from the 95% target, and a 3.5-percentage-point decrease in the College and Career Readiness Indicator, dropping from 87.1% to 83.6% schoolwide and from 85.5% to 81.7% for SED students, though both groups maintained Green or better Dashboard ratings.

These declines suggest that while the foundational structures supporting college and career preparation remain strong, additional attention is needed to ensure that all students, particularly those facing additional barriers, are completing graduation requirements on time and meeting college and career readiness standards at the highest levels.

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 5 actions in Year 2. Funds allocated for credit recovery and summer school programming, college course and dual enrollment support, CTE pathway staffing and credentialing, college and career readiness counseling, CTSO partnerships and leadership development, and college and career field trip opportunities were all utilized as planned and in alignment with intended purposes. The significant investment in CTE teacher staffing, equipment, and real world learning programming was implemented as budgeted and is reflected in the strong CTE pathway completion rate of 84.4% and the meaningful improvement in A-G eligibility to 92.9% for the class of 2025. Credit recovery and summer school resources, including Edgenuity, Fulcrum Flex, and teacher stipends, were deployed as planned with continued priority given to unduplicated students. College and career readiness counseling staffing remained consistent with budgeted projections, and DECA conference and membership costs were utilized as intended to support student leadership development. Any minor variances were attributable to routine operational factors and did not materially affect the delivery or quality of planned services.

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

The specific actions under Goal 5 demonstrated mixed but largely positive effectiveness in Year 2, with several metrics reflecting meaningful progress while others highlight areas requiring continued attention.

Action 5.1- credit recovery and summer school, continued to demonstrate effectiveness in supporting student retention, with the dropout rate maintained at 0% for the second consecutive year, a strong indicator that credit recovery structures, including Edgenuity and Fulcrum Flex platforms and teacher stipend sections, are successfully keeping at-risk students on a path toward graduation. However, the continued decline in the four-year cohort graduation rate from 94.7% in Year 1 to 91.5% in Year 2 suggests that while credit recovery is preventing dropouts, a subset of students is still not completing graduation requirements within the standard four-year window, indicating a need for earlier identification and more proactive intervention.

Action 5.2- college courses and dual enrollment, continued to support student access to postsecondary academic experiences, contributing to the college and career readiness pipeline, though specific dual enrollment participation data will continue to be monitored through the CCI indicator.

Action 5.3- the CTE program, staffing, and credentialing costs, remained one of the most robustly implemented and effective actions under Goal 5, with CTE pathway completion staying strong at 84.4%, well above the 50% target, and A-G eligibility for the class of 2025 reaching 92.9%, surpassing the 90% target for the first time. The substantial investment in CTE teacher staffing, real world learning programming, and industry partnerships continues to yield strong outcomes in connecting students to meaningful career and college pathways.

Action 5.4- the College and Career Readiness Counselor, demonstrated continued effectiveness in supporting students through the college application, financial aid, and scholarship processes, with 83.6% of graduates rated as Prepared on the CCI in Year 2, maintaining a Green

Dashboard rating, and 81.7% of SED students rated as Prepared, also maintaining a Green rating. While both figures represent modest declines from Year 1's peak results, the sustained Green ratings and consistently high preparedness rates across three years reflect the ongoing impact of dedicated college counseling with priority given to unduplicated students.

Action 5.5- partnerships with CTSOs and leadership development programs including DECA, continued to provide students with meaningful opportunities to develop agency, motivation, and real world professional skills, supporting the broader goal of preparing graduates as engaged, career-ready citizens.

Action 5.6- college and career field trip opportunities, continued to complement CTE pathway learning by connecting students to off-campus industry and postsecondary experiences, reinforcing the relevance of classroom learning to post-graduation pathways.

Overall, Goal 5 actions reflect a strong and well-implemented framework for college and career preparation, with the zero dropout rate, surpassed A-G eligibility target, and sustained CCI Green ratings representing the most compelling evidence of effectiveness, while the declining graduation rate remains the most pressing area for targeted improvement heading into Year 3.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 5 remain unchanged, as the overall framework continues to effectively support college and career readiness, CTE pathway completion, and student retention at Da Vinci Communications. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis heading into Year 3. The achievement of the 90% A-G eligibility target for the first time in Year 2, reaching 92.9% for the class of 2025, validates the effectiveness of counseling structures, CTE programming, and the broad course of study offered at DVC, and these will be sustained and monitored closely to ensure this milestone is maintained. The zero dropout rate for the second consecutive year affirms that credit recovery and summer school supports, including Edgenuity and Fulcrum Flex platforms, are working effectively to keep students engaged and on track, and these resources will continue to be prioritized for unduplicated students in Year 3. The sustained Green Dashboard ratings on the College and Career Indicator for both all students and SED students, despite modest declines from Year 1 peak results, reflects the continued impact of dedicated college and career readiness counseling and CTE pathway programming, both of which will be maintained with ongoing priority access for unduplicated students. The most significant concern identified through Year 2 reflection is the continued decline in the four-year cohort graduation rate, falling to 91.5% and moving further from the 95% target for the third consecutive year. This trend will prompt more proactive and earlier credit monitoring in Year 3, with counseling and administrative staff working more intentionally to identify students at risk of not completing graduation requirements on time and connecting them to credit recovery and intervention resources before deficits become insurmountable. The modest decline in CTE pathway completion from 87.1% to 84.4%, while still well above the 50% target, will also be monitored in Year 3 to ensure it does not reflect a broader trend and that all students, particularly unduplicated students, continue to have equitable access to and support in completing career-aligned pathway experiences. CTSO partnerships, leadership development through DECA, and college and career field trip opportunities will all continue as planned, as these experiences remain important contributors to student agency, motivation, and real world readiness. Overall, Year 3 planning reflects a commitment to sustaining and building on the genuine strengths of Goal 5 implementation while directing more focused attention to ensuring that every student crosses the graduation finish line on time and fully prepared for life beyond DVC.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Credit Recovery & Summer School	DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for recovery opportunities. Summer school courses will be made available in core content area courses as determined by student needs. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for summer school.	$44,107.00	Yes
5.2	College courses & dual enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$8,625.00	No
5.3	Career exploration/ CTE program, staffing, & credentialing costs	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. CTE Pathways give students the opportunity for applied learning and the experiences that they need to be prepared to engage in careers beyond high school and college.	$740,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	College & Career Readiness Counselor	Senior students provided with a College & Career Counselor to take them through the college application, financial aid application, and scholarship application process. Counselor gives priority to unduplicated students.	$196,041.00	Yes
5.5	Partnerships with CTSOs & leadership development programs	Providing high needs and unduplicated students leadership development opportunities and training to increase student agency, motivation, and engagement.	$17,000.00	No
5.6	College & Career Field Trip Opportunities	Engage students in off-campus experiences to further understanding of post-high school options for college and career in conjunction with CTE pathways.	$15,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$667,733.00	$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
9.640%	0.000%	$0.00	9.640%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Teacher professional development **Need:** In Fall 2025, 88% of Da Vinci Communications students achieved a 2.0 or above unweighted GPA, with 86% maintaining that threshold in Spring 2026. Socioeconomically Disadvantaged (SED) students continued to perform below their non-SED peers, with 85% earning a 2.0 or above in Fall 2025 compared	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. For the upcoming year, DVC will offer a range of professional learning opportunities designed to strengthen teaching practices and improve academic outcomes for all students, with particular attention to the needs of unduplicated students. These include Marzano trainings focused on research-based instructional strategies, attendance at teacher conferences to deepen content expertise, consultation with a math	DVC will continue to monitor academic progress and access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to 95% of non-SED students, and 82% compared to 89% in Spring 2026, a gap of roughly 8-10 percentage points that has persisted across recent years. The gap is far more pronounced for English Learner (EL) students. Only 38% of EL students achieved a 2.0 or above GPA in Fall 2025, compared to 92% of non-EL students, a 54-point gap. While this gap narrowed somewhat in Spring 2026 (48% of EL students versus 87% of non-EL students), EL students remain dramatically less likely than their peers to meet this basic academic threshold. This GPA gap is consistent with the 2025 CA School Dashboard, which shows that the EL subgroup's English Learner Progress score declined sharply, dropping 38.4 percentage points to 31.6 points (Gray), the most significant decline of any indicator on the Dashboard. In core content areas, SED students showed encouraging improvement in ELA, narrowing their gap to just 0.5 points below standard (an 8.9-point gain), but continued to face a substantial gap in Mathematics, scoring 96.2 points below standard with no meaningful change from the prior year. Schoolwide Math performance also declined by 6.4 points to 80.8 points below standard (Orange), confirming that Mathematics remains an urgent priority for all students, and especially for EL students, whose Math performance (174.4 points below standard) reflects the most severe gap on the Dashboard.	specialist to enhance math instruction, and literacy-focused professional development provided by the Los Angeles County Office of Education (LACOE). While these professional development efforts benefit the entire student body, they are especially critical for addressing the needs of EL and SED students, who continue to show the most significant gaps in both GPA and CA Dashboard outcomes. EL students earned a 2.0 or above unweighted GPA at less than half the rate of their non-EL peers in Fall 2025 (38% vs. 92%), and the 2025 Dashboard shows EL students' English Learner Progress and Mathematics scores as the lowest-performing indicators schoolwide. Trainings in scaffolding, sheltered instruction, and language-rich environments are therefore essential for supporting English learners, while also improving outcomes across all subgroups by promoting clarity, engagement, and access to rigorous content. The math specialist consultation directly responds to the substantial Mathematics gap affecting both SED students (96 points below standard) and EL students (174 points below standard), as well as the 6-point schoolwide decline in Math performance reflected on the 2025 Dashboard. Research confirms that targeted, ongoing professional development increases teacher effectiveness, which in turn leads to improved academic achievement and stronger student outcomes (Darling-Hammond, Hyler, & Gardner, 2017). Because DVC's unduplicated students are not isolated in separate classrooms or programs,	

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	High-quality teacher professional development is essential to addressing these intersecting GPA and academic performance gaps, particularly for EL students whose needs are the most acute and least improved. Unduplicated students often face barriers that impact access to rigorous, relevant instruction, and targeted professional development equips teachers with the tools to close those gaps. Through training in differentiation, culturally responsive teaching, sheltered instruction, and data-informed instruction, teachers can create more inclusive, engaging learning environments that support diverse learners, including students still developing English proficiency. Professional development also helps teachers design curricula that reflect students' backgrounds and interests, increasing motivation, participation, and academic success. By building teacher capacity in these areas, Da Vinci Communications can ensure that unduplicated students have equitable access to high-quality instruction, leading to improved GPAs, stronger engagement with core content, and long-term academic growth. **Scope:** LEA-wide	but are fully integrated throughout the school's single site, professional development must be delivered on a schoolwide basis to reach every teacher who serves these students throughout the day. By investing in schoolwide professional learning, DVC ensures all students — and especially EL and SED students, who continue to need the most support — receive high-quality, equitable instruction in every classroom.	
1.5	**Action:** Academic coaching support **Need:**	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. While academic coaching is designed to support the success of all students, it plays a particularly important role in meeting the	DVC will continue to monitor academic progress and access to curriculum for unduplicated student

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	GPA data from Fall 2025 and Spring 2026 confirms that unduplicated student groups continue to need targeted academic support. While 88% of all students earned a 2.0 or above GPA in Fall 2025 (86% in Spring 2026), SED students trailed at 85% and 82% respectively, and EL students trailed far more severely at just 38% in Fall 2025 and 48% in Spring 2026, roughly half the rate of their non-EL peers (92% and 87%). This pattern mirrors the 2025 CA School Dashboard, where EL students' English Learner Progress score fell 38 percentage points, and EL students' Mathematics performance (174 points below standard) was nearly double the gap faced by SED students (96 points below standard). At the same time, SED students' ELA performance improved meaningfully (now only 0.5 points below standard), suggesting that targeted, sustained support can produce real gains, but that Mathematics, and EL student outcomes more broadly, require renewed and intensified coaching investment. Academic coaching plays a critical role in advancing achievement for English Learners and Socioeconomically Disadvantaged students by providing sustained, personalized support to teachers and instructional teams. Coaches help strengthen instructional practices through real-time feedback, model effective strategies for differentiation and language development, and support the use of data to identify learning gaps and adjust	needs of unduplicated students who may face additional academic and systemic barriers. Academic coaches collaborate closely with teachers to develop personalized instructional strategies, analyze student data, and provide targeted interventions that directly address learning gaps and promote growth. This support is especially critical for EL and SED students, who continue to show the most significant gaps in both GPA and CA Dashboard outcomes. EL students earned a 2.0 or above unweighted GPA at less than half the rate of their non-EL peers in Fall 2025 (38% vs. 92%), and the 2025 Dashboard shows EL students' English Learner Progress score declined 38 percentage points, the most significant decline of any indicator schoolwide. Academic coaches use this data to identify which students and content areas need the most immediate attention, prioritizing real-time instructional feedback for teachers working with EL students in core content classes. Coaches also directly support the substantial Mathematics gap affecting both SED students (96 points below standard) and EL students (174 points below standard) by modeling differentiation strategies and helping teachers adjust pacing and instruction based on ongoing progress data. Offering coaching schoolwide ensures that all classrooms benefit from consistent instructional support and that unduplicated students are not isolated or singled out, but rather supported within a strong, inclusive academic framework. Because EL and SED students at DVC are fully integrated into general education classrooms across every	groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

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	instruction accordingly. Given the scale of the EL GPA and Math gaps in particular, coaching support that helps teachers translate content instruction for developing English speakers is especially critical this year. In addition to improving academic outcomes, academic coaching fosters collaboration among educators, builds teacher confidence, and supports a culture of continuous improvement. By offering both instructional and relational support, coaching helps ensure that the unique needs of unduplicated students are met consistently and effectively, creating a learning environment where all students have the opportunity to succeed. **Scope:** LEA-wide	grade level and subject, academic coaching must be delivered on an LEA-wide basis to reach every teacher and classroom where these students are present throughout the day. Coaches also help identify and prioritize students in need of additional support, ensuring unduplicated students receive timely, individualized attention. This model fosters equity by embedding high-impact practices into every learning environment while still maintaining a focus on closing opportunity gaps for students who need it most.	
1.6	**Action:** Training for academic coach / paraeducators **Need:** Fall 2025 and Spring 2026 GPA data show that 88% and 86% of all DVC students, respectively, achieved a 2.0 or above unweighted GPA. SED students achieved this threshold at lower rates (85% Fall, 82% Spring), and EL students at substantially lower rates still (38% Fall, 48% Spring), meaning more than half of EL students did not meet this basic academic benchmark in Fall 2025, improving only modestly by Spring 2026. These outcomes align with the 2025 CA School Dashboard, where the EL subgroup's	As a single-site charter school, all students at Da Vinci Communications are enrolled within the same school and LEA. While training academic coaches and paraeducators provides support to all students, their training is especially critical in addressing the needs of EL and SED students, who continue to show the most significant gaps in both GPA and CA Dashboard outcomes. EL students earned a 2.0 or above unweighted GPA at less than half the rate of their non-EL peers in Fall 2025 (38% vs. 92%), only modestly improving to 48% versus 87% in Spring 2026. The 2025 Dashboard reinforces this pattern, showing EL students' English Learner Progress score down 38 percentage points and EL Mathematics performance (174 points below standard) as the	DVC will continue to monitor academic progress and access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner Progress indicator declined 38.4 percentage points, and EL Mathematics performance (174.4 points below standard) significantly exceeded the gap faced by SED students (96.2 points below standard). SED students' ELA outcomes improved notably this year (closing to just 0.5 points below standard), indicating that focused, well-trained support staff can move the needle, but Mathematics and EL-specific support remain the clearest areas of unmet need. Training for academic coaches and paraeducators is essential to improving curriculum access and academic outcomes for English Learners (EL), Foster Youth, and Socioeconomically Disadvantaged (SED) students. These staff members play a critical role in delivering direct support to students, and targeted training ensures they are equipped with the instructional strategies and content knowledge needed to provide effective, high-impact tutoring, particularly strategies for language acquisition and content scaffolding that directly address the wide GPA and Math performance gaps EL students currently face. Professional development focuses on techniques for clarifying difficult concepts, promoting language development, and scaffolding instruction to meet diverse learning needs. With proper training, academic coaches and paraeducators can more effectively reinforce classroom instruction, close learning gaps, and support students in achieving stronger grades, greater confidence, and long-term academic success.	most severe gap schoolwide, nearly double the gap faced by SED students (96 points below standard). Schoolwide training ensures that all academic coaches and paraeducators are equipped with research-based instructional strategies such as scaffolding, differentiated instruction, and the use of visual and hands-on learning tools that increase accessibility for diverse learners. Specific training in language acquisition strategies, including sheltered instruction, enables staff to support English Learners in developing both content knowledge and language proficiency in direct response to the GPA and Math performance gaps reflected in this year's data. In addition, professional learning covers essential academic skills such as organization, time management, note-taking, and study techniques — tools that benefit all students, but are especially important for those who may not have access to these supports outside of school. Because EL and SED students are not concentrated in any single classroom or program but are integrated throughout every grade level and subject area at DVC's single school site, this training must be provided schoolwide to ensure that every coach and paraeducator interacting with these students is equipped to support them effectively. By offering this training schoolwide, DVC ensures a consistent and high-quality level of support in every classroom and learning environment while maintaining a clear focus on closing opportunity gaps for unduplicated students. This inclusive approach enhances curriculum access, fosters deeper student engagement, and	

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	Scope: LEA-wide	supports stronger academic outcomes for those who need it most.	
2.2	**Action:** Advisory curriculum **Need:** On the 2025 CA Dashboard, 1.1% of All Students at Da Vinci Communications were suspended at least once, a decrease of 0.2% from the previous year, for a Green color rating overall. Disaggregated by subgroup, 0.7% of SED students were suspended at least once (Green), while EL students saw an increase to 5.7% from 0% the previous year; no color rating was awarded for EL students due to a subgroup population of fewer than 30 students, but this is a meaningful shift worth continued monitoring. On the 2025 CA School Dashboard College and Career Indicator (CCI), 83.6% of Da Vinci Communications graduates were rated by the state as Prepared, a decline of 3.5% from the prior year, though still earning a Green color rating. 81.7% of SED graduates were rated as Prepared, a decline of 3.8%, also maintaining Green. DVC continues to have too few EL graduates to generate a reportable CCI status for this subgroup. Student climate survey results from DVC's current school year show a more mixed picture for SED students than for the school as a whole. SED students reported an Overall	As a single-site charter school, all students at Da Vinci Communications are part of the same school and LEA. While the advisory curriculum is delivered to all students, it is intentionally designed to meet the unique needs of unduplicated students who may face additional challenges in accessing academic and socioemotional support. Current data points to two distinct areas of focus: SED students reporting comparatively lower scores in Learning Strategies and Cultural Awareness & Action, and EL students showing signs of lower school culture and safety perceptions, corroborated by this year's rise in EL suspensions on the CA Dashboard. Implementing the advisory program schoolwide ensures every student benefits from consistent relationship building, guidance, and engagement, while also allowing for targeted content and strategies, including explicit study skills instruction and cultural awareness content for SED students, and continued attention to belonging and safety for EL students, that directly address the specific needs unduplicated students have shown this year. Because EL and SED students are fully integrated across every grade level and advisory cohort at DVC's single school site, rather than concentrated in a separate program, the advisory curriculum must be delivered on a schoolwide basis to reach these students consistently throughout their advisory experience. This dual approach promotes a culture of inclusivity, where	DVC will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College & Career Readiness rates from Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	positivity rating of 74%, compared to 77% schoolwide, and trailed on Learning Strategies (65% vs. 69%), and Cultural Awareness & Action (72% vs. 76%). SED students did report comparable scores on School Culture & Safety (73% vs. 77%) and School Overall (82% vs. 84%), and were nearly on par on Diversity & Inclusion (85% vs. 86%). Given that only 87 SED students (36% of the SED population) responded, these results should be interpreted as directionally useful rather than definitive, but they point to Learning Strategies and Cultural Awareness & Action as areas where SED students may benefit from additional, targeted support. EL student survey results are based on only 6 respondents (29% of DVC's small EL population) and should be treated with significant caution given the small sample size. Within that caveat, EL respondents reported higher Overall (79%), Learning Strategies (79%), and Cultural Awareness & Action (81%) scores than the schoolwide average, but a lower School Culture & Safety score (72% vs. 77%). This lower safety/culture score is consistent with the 2025 Dashboard's finding of an increase in EL student suspensions this year, and together these two independent data sources point toward school culture and safety as a specific area of need for EL students, even though the survey sample is too small to draw firm conclusions on its own.	all students are supported and those with specific, identified needs receive the additional layers of care and connection they deserve. A teacher will receive a stipend to lead curriculum development and coordination, ensuring lessons are purposeful, relevant, and responsive to student needs across the school. By structuring the program schoolwide with embedded targeted supports, DVC maximizes its impact on student engagement, behavior, academic success, and college readiness.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	An advisory curriculum that strengthens student connectedness and supports academic, behavioral, and college readiness growth is especially important for addressing these emerging needs at DVC. Unduplicated students often encounter barriers that can impact both their educational progress and their sense of belonging, and a well-designed advisory program that fosters meaningful relationships and active engagement helps address these challenges by creating a more inclusive and supportive school environment. This comprehensive approach not only enhances academic performance through targeted guidance and personalized strategies focused on learning strategies and cultural awareness for SED students, but also supports the school culture and safety needs suggested by both the survey and Dashboard data for EL students. By incorporating college and career readiness into the curriculum, unduplicated students gain the knowledge, skills, and confidence they need to successfully pursue post-secondary opportunities and achieve long-term success. **Scope:** LEA-wide		
2.3	**Action:** Extra-curricular activities including freshman Overnighter and overnighter leader training **Need:**	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. While these activities are open to all students, they are intentionally structured to meet the unique needs of unduplicated student populations who may face greater barriers to	DVC will continue to monitor student survey results for all students as well as unduplicated student groups in Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Student connectedness data from DVC's current-year climate survey shows a more mixed pattern for unduplicated students than in prior years. SED students reported an Overall connectedness score of 74%, compared to 77% schoolwide, and a Net Promoter score of 43%, just below the schoolwide average of 44%. SED students also reported lower School Culture & Safety (73% vs. 77%) and Cultural Awareness & Action (72% vs. 76%) scores than their peers, suggesting that SED students' sense of belonging and safety at DVC, while not dramatically lower, continues to lag slightly behind the broader student body. EL students, based on a small sample of 6 respondents (29% of DVC's EL population), reported a higher Overall score (79%), indicating that EL students who responded feel strongly positive about the school overall. However, this same small group reported a lower School Culture & Safety score (72%) than the schoolwide average (77%), echoing a similar, independently observed pattern on the 2025 CA Dashboard, where EL student suspensions rose to 5.7% this year, up from 0% the previous year. While the EL survey sample is too small to draw firm conclusions on its own, these two data sources together suggest that school culture, safety, and behavioral support are areas where EL students may need additional, intentional connection-building, even as they report strong overall satisfaction.	engagement and connection, as reflected in this year's lower SED Culture & Safety and Net Promoter scores and the rise in EL student suspensions. Programs such as the Freshman Overnighter and peer counseling are designed to create strong entry points for 9th graders, helping them build early relationships with peers and upperclassmen mentors. Offering extracurricular activities on a schoolwide basis ensures that all students benefit from a connected and inclusive school culture while still allowing for targeted supports within these programs to address the specific needs of unduplicated students. Because SED and EL students are fully integrated across every 9th grade classroom and advisory group rather than concentrated in a single cohort, this peer support structure must be implemented schoolwide to reach these students consistently as they navigate their first year. Research demonstrates that participation in extracurriculars fosters belonging, builds relationships, and supports academic and behavioral success (Eccles & Barber, 1999). By embedding access and intentionality into schoolwide offerings, DVC ensures that unduplicated students are not left behind, but rather fully included in meaningful experiences that promote engagement, well-being, and long-term success, directly responding to the connectedness and safety patterns identified in this year's climate survey and Dashboard suspension data.	

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
	Participation in extracurricular programs at Da Vinci Communications, such as the Freshman Overnighter and the Super Peer Counseling program, plays a vital role in strengthening school connectedness, particularly for unduplicated students. These experiences provide meaningful opportunities for students to build relationships with peers and staff, develop a stronger sense of belonging, and engage more deeply in the school community before academic or behavioral challenges take root. For unduplicated students, who may face additional barriers to connection and engagement, access to inclusive and well-supported transition and peer-mentoring programs can help bridge those gaps from the very start of their time at DVC. Research shows that involvement in extracurricular activities is strongly associated with higher levels of school engagement and connectedness (Fredricks & Eccles, 2006). By offering the Freshman Overnighter as an early connectedness-building experience and sustaining that support through trained student leaders in the Super Peer Counseling program throughout 9th grade, DVC can create a more inclusive school culture where all students, especially SED and EL students showing early signs of lower belonging or safety, feel valued, supported, and connected — ultimately improving school climate survey results, reducing suspension rates, and promoting equitable outcomes. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.4	**Action:** Counseling staffing **Need:** On the 2025 CA Dashboard, 1.1% of All Students at Da Vinci On the 2025 CA Dashboard, 1.1% of All Students at Da Vinci Communications were suspended at least once, a decrease of 0.2% from the previous year, for a Green color rating overall. Disaggregated by subgroup, 0.7% of SED students were suspended at least once, a decrease of 0.4%, also maintaining a Green color rating. EL students, however, saw an increase to 5.7% suspended at least once, up from 0% the previous year; no color rating was awarded for EL students due to a subgroup population of fewer than 30 students, but this is a meaningful shift worth continued monitoring through individualized counseling support. On the 2025 CA School Dashboard College and Career Indicator (CCI), 83.6% of Da Vinci Communications graduates were rated by the state as Prepared, a decline of 3.5% from the prior year, though still earning a Green color rating. 81.7% of SED graduates were rated as Prepared, a decline of 3.8%, also maintaining Green. DVC continues to have too few EL graduates to generate a reportable CCI status for this subgroup, underscoring the importance of early and sustained college/career	As a single-site charter school, all students at Da Vinci Communications are enrolled within the same school and LEA. Maintaining a low student-to-counselor ratio allows counselors to support all students more effectively, while also providing the flexibility to meet the specific needs of unduplicated student groups, including the EL suspension increase, SED Learning Strategies and Cultural Awareness gaps, and the modest CCI decline observed this year. Rather than limiting services to targeted subgroups, a schoolwide model ensures that all students benefit from comprehensive academic, social-emotional, and college readiness support, while still allowing counselors to prioritize and tailor interventions for those who may face greater challenges. With more manageable caseloads, counselors can build stronger relationships, foster a greater sense of belonging, and proactively address behavioral or academic concerns before they escalate, directly responsive to this year's EL suspension data and the SED connectedness gaps reflected in the current climate survey. This inclusive approach helps reduce suspensions, improve attendance, and strengthen student engagement. It also creates opportunities for more personalized college and career planning, ensuring that unduplicated students receive the guidance they need to pursue post-secondary success even as CCI Prepared rates softened slightly this year for both SED and schoolwide graduates. Research from the American School Counselor Association (2019) confirms that lower student-to-counselor	DVC will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College & Career Readiness rates from Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	counseling for this small but growing population. Student connectedness data from DVC's current-year climate survey shows a more mixed pattern for unduplicated students than in prior years. SED students reported an Overall connectedness score of 74%, compared to 77% schoolwide, and trailed on Learning Strategies (65% vs. 69%), and Cultural Awareness & Action (72% vs. 76%). EL students, based on a small sample of 6 respondents (29% of DVC's EL population), reported a higher Overall score (79%) than the schoolwide average, but a lower School Culture & Safety score (72% vs. 77%), a pattern consistent with this year's rise in EL student suspensions. Unduplicated students often face systemic barriers in traditional school settings that can impact their academic achievement, emotional well-being, and long-term success. At Da Vinci Communications, lowering the student-to-counselor ratio by staffing additional counselors is a critical step toward providing the personalized support these students need, particularly in light of this year's EL suspension increase, the continued SED gaps in Learning Strategies and Cultural Awareness, and the slight softening in CCI Prepared rates for both schoolwide and SED graduates. With more accessible and responsive counseling services, staff can more effectively identify and address individual academic, social-emotional, and behavioral needs before they escalate into	ratios improve the quality and effectiveness of support services. Because SED and EL students are fully integrated across every grade level and caseload at DVC's single school site, this staffing model must be implemented schoolwide to ensure every counselor has the capacity to support these students consistently throughout the year. By staffing counseling services schoolwide with an equity-focused lens, DVC is better positioned to support the whole student and close opportunity gaps for those who need it most.	

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	suspensions or disengagement. This support fosters stronger student-counselor relationships, creates a more inclusive and connected school environment, and contributes to improved attendance, engagement, and academic performance. Additionally, increased counseling capacity allows for more targeted college and career readiness guidance, helping unduplicated students navigate their post-secondary pathways with confidence and support even as Dashboard CCI trends show early signs of softening. Expanding counseling services is essential to ensuring equitable access to the resources and relationships that empower all students to thrive. **Scope:** LEA-wide		
2.5	**Action:** Administrative Staffing-Assistant Principal **Need:** On the 2025 CA Dashboard, 1.1% of All Students at Da Vinci Communications were suspended at least once, a decrease of 0.2% from the previous year, for a Green color rating overall. Disaggregated by subgroup, 0.7% of SED students were suspended at least once, a decrease of 0.4%, also maintaining a Green color rating. EL students, however, saw an increase to 5.7% suspended at least once, up from 0% the previous year; no color rating was awarded for EL students due to a subgroup population of fewer than 30	As a single-site charter school, all students at Da Vinci Communications are part of the same school and LEA. While the assistant principal serves all students, this role is especially critical in meeting the needs of unduplicated students by providing proactive, personalized support in academics, attendance, behavior, and overall well-being, needs made concrete by this year's EL suspension increase and SED's lower Culture & Safety and Cultural Awareness scores. A schoolwide model ensures that all students benefit from consistent leadership, systems of support, and positive school culture, while still allowing for targeted interventions that address the specific challenges faced by unduplicated	DVC will continue to monitor ADA, student survey results, and suspension rates for all students as well as unduplicated student groups from Goal 2, as well as disaggregated College & Career Readiness rates from Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, but this is a meaningful shift that points directly to the need for stronger, more proactive behavioral leadership on campus. On the 2025 CA School Dashboard College and Career Indicator (CCI), 83.6% of Da Vinci Communications graduates were rated by the state as Prepared, a decline of 3.5% from the prior year, though still earning a Green color rating. 81.7% of SED graduates were rated as Prepared, a decline of 3.8%, also maintaining Green. DVC continues to have too few EL graduates to generate a reportable CCI status for this subgroup. Student connectedness data from DVC's current-year climate survey shows a more mixed pattern for unduplicated students than in prior years. SED students reported an Overall connectedness score of 74%, compared to 77% schoolwide, and trailed on Learning Strategies (65% vs. 69%), Cultural Awareness & Action (72% vs. 76%), and School Culture & Safety (73% vs. 77%). EL students, based on a small sample of 6 respondents (29% of DVC's EL population), reported a higher Overall score (79%) and Learning Strategies score (79% vs. 69% schoolwide), but a lower School Culture & Safety score (72% vs. 77%), a pattern consistent with this year's rise in EL student suspensions, and one that points to school climate and safety as a specific area where stronger administrative leadership and presence could make a meaningful difference.	students. Because SED and EL students are fully integrated across every grade level and classroom at DVC's single school site, this leadership role must be implemented schoolwide to ensure consistent visibility, relationship-building, and behavioral support reach these students throughout the year. The assistant principal plays a key role in building relationships with students and families, leading MTSS implementation, and using survey data from students, staff, and families to guide school improvement efforts, including this year's findings on EL safety perceptions and SED connectedness gaps. This includes intentional outreach to families who may face barriers to engagement, such as those whose primary language is not English or who have had limited interaction with the school. Through this inclusive, schoolwide leadership approach, the assistant principal helps ensure that every student, especially those who need it most, feels supported, connected, and equipped to succeed.	

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	Staffing an assistant principal at Da Vinci Communications is essential to strengthening school climate, improving student outcomes, and providing targeted support for unduplicated student groups, particularly in light of this year's EL suspension increase and the SED gaps in School Culture & Safety and Cultural Awareness & Action. An assistant principal offers a consistent and visible presence on campus, building relationships with students and fostering a sense of safety, trust, and belonging. This leadership role allows for more proactive and individualized responses to student needs, particularly behavioral and social-emotional challenges, before they escalate into disciplinary actions such as suspensions. By supporting Multi-Tiered System of Supports (MTSS) practices and implementing initiatives focused on social-emotional learning and positive behavior, an assistant principal helps create a more inclusive and connected learning environment that directly addresses the safety and belonging gaps reflected in this year's survey and suspension data. For unduplicated students, who may face additional barriers to success, this dedicated leadership ensures they receive the attention, advocacy, and resources necessary to thrive academically, socially, and emotionally. **Scope:** LEA-wide		
2.6	**Action:** Professional Development	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same	DVC will continue to monitor student survey

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	Need: In Fall 2025, 88% of all Da Vinci Communications students achieved a 2.0 or above unweighted GPA, with 86% maintaining that threshold in Spring 2026. Socioeconomically Disadvantaged (SED) students continued to perform below their non-SED peers, with 85% earning a 2.0 or above in Fall 2025 compared to 95% of non-SED students, and 82% compared to 89% in Spring 2026.The gap is far more pronounced for English Learner (EL) students. Only 38% of EL students achieved a 2.0 or above GPA in Fall 2025, compared to 92% of non-EL students. While this gap narrowed somewhat in Spring 2026 (48% of EL students versus 87% of non-EL students), EL students remain dramatically less likely than their peers to meet this basic academic threshold. On the 2025 CA Dashboard, 1.1% of All Students at Da Vinci Communications were suspended at least once, a decrease of 0.2% from the previous year, for a Green color rating overall. Disaggregated by subgroup, 0.7% of SED students were suspended at least once, a decrease of 0.4%, also maintaining a Green color rating. EL students, however, saw an increase to 5.7% suspended at least once, up from 0% the previous year; no color rating was awarded for EL students due to a subgroup population of fewer than 30 students, but this is a meaningful shift suggesting that restorative, relationship-	school and LEA, making a schoolwide approach to teacher professional development both appropriate and equitable. While all students benefit from inclusive and responsive instruction, professional development in restorative practices, and culturally relevant pedagogy is especially impactful for unduplicated student groups who often face systemic barriers to academic success, as reflected in this year's EL suspension increase and ongoing GPA gaps for both SED and EL students. Offering these trainings schoolwide ensures that every classroom becomes a space where students' diverse identities are respected, reflected, and valued. Because SED and EL students are fully integrated across every classroom and grade level at DVC's single school site rather than concentrated in separate programs, this professional development must reach every teacher to consistently support these students throughout their schedules. Teachers gain tools to foster stronger relationships, reduce bias, implement restorative discipline, and deliver content in ways that are culturally responsive and engaging. These approaches improve school climate, reduce suspensions, and increase participation and achievement for students who may otherwise feel disconnected or underserved — outcomes directly tied to this year's EL behavioral data and the continued GPA disparities for unduplicated students. Research confirms that culturally responsive and restorative practices enhance student engagement, behavior, and academic outcomes (Ladson-Billings, 1995; Gay, 2018). By providing this professional development	results and suspension rates for all students as well as unduplicated student groups in Goal 2, as well as academic progress and access to curriculum using student GPAs in Goal 1.

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	centered classroom practices are needed now more than ever for this population. Student climate survey data from DVC's current school year shows that on the Diversity & Inclusion measure, SED students reported 85% positive, just below the schoolwide average of 86%, while EL students reported 83% positive, also close to the schoolwide average. This pattern is a shift from prior years, when EL and SED students reported notably higher Diversity & Inclusion scores than their peers; this year's near-parity, combined with the rise in EL suspensions, suggests that maintaining and reinforcing inclusive classroom practices remains essential even as overall sentiment stays strong. Teacher professional development in restorative practices and culturally relevant pedagogy is essential at Da Vinci Communications to foster a more inclusive and supportive learning environment, particularly for unduplicated students. These trainings equip educators with the tools to build stronger relationships, address conflict through restorative approaches, and create classroom experiences that reflect and honor students' cultural identities. For English Learners, foster youth, and socioeconomically disadvantaged students, such practices contribute to a greater sense of belonging, reduce exclusionary discipline practices, and improve engagement, directly responsive to this year's EL suspension increase and the	to all educators, DVC ensures a consistent and inclusive learning experience across the campus, while still prioritizing the specific needs of unduplicated students.	

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	persistent GPA gaps facing both SED and EL students. Research supports that when educators implement restorative and culturally responsive strategies, student connectedness increases, suspensions decrease, and academic performance, such as GPA, improves (Gregory et al., 2016; Gay, 2018). Continued investment in this professional development is critical to advancing equity and ensuring every student has the opportunity to thrive. **Scope:** LEA-wide		
3.1	**Action:** Intervention and support classes in ELA **Need:** Based on the 2025 CA School Dashboard data, there is a continued and urgent need for targeted intervention and support classes in English Language Arts (ELA) for unduplicated students at Da Vinci Communications. Schoolwide, students scored 14.4 points above standard in ELA, a modest increase of 0.5 points from the prior year, maintaining a Yellow dashboard rating. SED students showed encouraging progress, scoring 0.5 points below standard, an increase of 8.9 points from the previous year and moving the subgroup from Orange to a Yellow rating. However, English Learners (EL) showed a dramatically different trajectory: after scoring 113.5 points below standard in 2024, EL students scored 55.8 points below standard in	As a single-site charter school, all students at Da Vinci Communications are enrolled at the same school and LEA. Students who require additional English intervention have access to support and intervention courses integrated into their weekly schedules. Academic coaches and tutoring hours are maintained or increased as needed to bolster student success in ELA courses, with intentional review processes to prioritize unduplicated students for these intervention opportunities,particularly EL students, whose 2025 Dashboard and ELPI data show the most significant and least stable need. Providing additional ELA intervention and support schoolwide is essential for addressing the foundational language and literacy skill gaps that disproportionately affect unduplicated students. Because EL and SED students are fully integrated across every grade level and ELA classroom at DVC's single school site rather than concentrated	DVC will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

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	2025, technically an increase of 57.7 points, but still a severe and unresolved gap, with no color rating issued due to the subgroup's size being under 30 students. This mixed picture is reinforced by the English Learner Progress Indicator (ELPI), which has been highly volatile over the past three years: 26.7% of EL students made progress toward English Language Proficiency in 2023, rising sharply to 70% in 2024, then falling back to 31.6% in 2025, a decline of 38.4 percentage points in a single year. This volatility suggests that EL student progress toward English proficiency is not yet stable or self-sustaining, and that consistent, well-resourced intervention is necessary to prevent further backsliding. These gaps are further illustrated by PSAT data. In Fall 2025, 58% of the 125 juniors in the 2027 cohort met the benchmark on the PSAT Evidence-Based Reading and Writing (ERW) section, with an additional 18% approaching benchmark, for a combined 76% college-readiness rate — a 10-point improvement in benchmark achievement and a 7-point improvement in overall college readiness compared to Fall 2024. Multi-year cohort growth data also shows mixed but generally positive trends: the 2026 cohort met projected mean score and college readiness benchmarks at the PSAT 10 to PSAT 11 and PSAT 11 to SAT 11 stages, though the PSAT 9 to PSAT 10 transition still fell short of the	in a separate program, intervention courses and academic coaching must be available schoolwide to reach these students consistently throughout their schedules. Research shows that targeted ELA interventions significantly improve reading comprehension and academic achievement (Slavin et al., 2009). Regular, focused instruction helps these students build critical skills, strengthens their confidence, and supports their ability to meet grade-level standards. Through these efforts, Da Vinci Communications promotes educational equity by ensuring that unduplicated students receive the tailored support necessary for long-term academic and career success, while also responding directly to the encouraging SED gains and the urgent, ongoing EL needs reflected in this year's data. Academic coaches also play a vital role by offering personalized academic guidance, socio-emotional support, and resource navigation, helping students overcome barriers to learning. Together, these schoolwide strategies provide comprehensive and effective support, driving measurable improvements in ELA outcomes and narrowing achievement gaps for unduplicated students, with intentional priority given to EL students whose progress remains the most volatile and furthest from standard.	

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	college readiness benchmark despite meeting the projected mean score. Taken together, this data shows that while SED students are responding well to current ELA supports and schoolwide PSAT benchmarks are trending upward, EL students continue to face the most severe and least stable ELA outcomes at DVC. In response, DVC must prioritize intervention classes and support systems tailored to the literacy needs of unduplicated students, with particular urgency for EL students whose ELPI and Dashboard ELA scores remain volatile and significantly below standard. These supports, including evidence-based reading instruction, targeted skill-building, and personalized academic intervention, will help close achievement gaps and ensure equitable access to grade-level content. Without timely and strategic intervention, the academic disparities in ELA, particularly for EL students, will likely continue, limiting postsecondary readiness and long-term success for our most vulnerable student groups. **Scope:** LEA-wide		
3.2	**Action:** Software for diagnostic testing and instructional support in ELA **Need:** Based on the 2025 CA School Dashboard data, students schoolwide scored 14.4 points	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils receive diagnostic assessments in ELA as soon as possible after enrollment to determine their current reading and	DVC will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student

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	above standard in ELA, a modest increase of 0.5 points from the prior year, maintaining a Yellow dashboard rating. Socioeconomically Disadvantaged (SED) students showed encouraging progress, scoring 0.5 points below standard, an increase of 8.9 points from the previous year and moving the subgroup from an Orange to a Yellow rating. English Learners (EL), however, continued to show a far more severe and volatile gap: after scoring 113.5 points below standard in 2024, EL students scored 55.8 points below standard in 2025, an improvement of 57.7 points, but still a substantial deficit, with no color rating issued due to the subgroup's size being under 30 students. This volatility is echoed in the English Learner Progress Indicator (ELPI), which has swung significantly over the past three years: from 26.7% of EL students making progress toward English Language Proficiency in 2023, to 70% in 2024, and back down to 31.6% in 2025, a decline of 38.4 percentage points in a single year. No color rating was given for EL students in any of these years due to the subgroup's size being under 30 students, but this instability underscores that EL students' language proficiency growth is not yet consistent or self-sustaining, even when ELA content scores show some improvement. Diagnostic testing and targeted instructional supports remain crucial for addressing these achievement gaps, particularly given how sharply EL outcomes have fluctuated year to	English language proficiency levels. These diagnostic results guide scaffolding and differentiated instruction in the classroom, ensuring that high-need students receive tailored support from their very first weeks at DVC, rather than only after a gap shows up in annual state testing. Teachers analyze data from standardized tests and mastery-based grading to implement targeted interventions and monitor student progress throughout the year. Because EL, SED, foster youth, and RFEP students are fully integrated across every grade level and ELA classroom at DVC's single school site rather than concentrated in a separate program, diagnostic testing and the resulting instructional software and supports must be available schoolwide to ensure every teacher has the data needed to scaffold instruction for these students consistently. Research demonstrates that diagnostic testing combined with evidence-based reading programs significantly improves ELA outcomes for all students, particularly unduplicated students. According to the National Center for Education Statistics (NCES), schools that use diagnostic assessments effectively identify individual learning needs, enabling precise intervention. Furthermore, the Institute of Education Sciences (IES) highlights that reading programs aligned with diagnostic data enhance literacy skills, comprehension, and fluency. Together, these approaches provide personalized and effective support, driving measurable improvements in ELA CAASPP scores and narrowing achievement gaps for unduplicated students, with particular importance for EL	CAASPP ELA scores in Goal 3.

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	year. Diagnostic assessments help identify individual learning needs, skill gaps, and specific areas requiring focused intervention as soon as students enroll, allowing DVC to respond quickly rather than waiting for annual CAASPP or ELPI results to reveal a gap that may have already widened. In response, evidence-based reading programs deliver structured instruction tailored to these identified needs, supporting students in strengthening their literacy skills. By combining precise diagnostics with personalized teaching strategies, instruction becomes more effective, leading to improved comprehension, fluency, and overall academic success, an especially urgent priority for EL students, whose Dashboard and ELPI data show the most significant and least stable outcomes of any subgroup. These approaches are essential for closing achievement gaps and promoting equitable educational outcomes for all students. **Scope:** LEA-wide	students, whose 2025 Dashboard and ELPI results show the most significant and most volatile need for early, responsive intervention.	
3.4	**Action:** PSAT/SAT test and prep course fees **Need:** On the 2025 CA School Dashboard College and Career Indicator (CCI), 83.6% of Da Vinci Communications graduates were rated by the state as Prepared, a decline of 3.5% from the prior year, though still maintaining a Green dashboard rating. 81.7% of SED graduates	As a single-site charter school, all students at Da Vinci Communications are enrolled within the same school and LEA. To support the success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses are offered during the school day, before or after school, and on school breaks or weekends. These courses are provided at no cost to unduplicated students.	DVC will continue to monitor disaggregated College and Career Readiness data from Goal 5 and PSAT and SAT results in Goal 3.

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	were rated as Prepared, a decline of 3.8%, also maintaining a Green color status. DVC continues to have too few EL graduates to generate a reportable CCI status for this subgroup. Recent PSAT results show a more encouraging trend than in prior years: the percentage of juniors meeting the Evidence-Based Reading and Writing (ERW) benchmark rose from 48% in Fall 2024 to 58% in Fall 2025, with an additional 18% approaching benchmark, for a combined college-readiness rate of 76%, a 7-percentage-point improvement over the prior year. Multi-year cohort growth data shows continued positive momentum as well: the 2026 cohort met projected mean score and college readiness benchmarks at both the PSAT 10 to PSAT 11 and PSAT 11 to SAT 11 stages, with mean score gains of 40 and 20 points respectively, though the earlier PSAT 9 to PSAT 10 transition still fell short of the college readiness benchmark despite meeting the projected mean score growth. While these gains are encouraging, the modest decline in CCI Prepared rates for both schoolwide and SED graduates, combined with the fact that the youngest cohort (PSAT 9 to PSAT 10) has not yet reached the college readiness benchmark, indicates that continued and consistent access to test preparation resources remains essential, particularly as students move through their early high school years. Covering PSAT and SAT test and	Because EL, SED, foster youth, and RFEP students are fully integrated across every grade level at DVC's single school site rather than concentrated in a separate cohort, test preparation access must be offered on a schoolwide and flexible-scheduling basis to reach these students regardless of their individual schedules, work obligations, or family responsibilities outside of school. PSAT and SAT tests, along with prep courses, play a crucial role in increasing college access by improving students' standardized test performance, which is a key factor in college admissions and scholarship opportunities. Higher scores strengthen college applications, making students more competitive for selective colleges and universities. Prep courses offer targeted practice, test-taking strategies, and familiarity with exam formats, all of which contribute to significant score improvements, consistent with the gains reflected in this year's PSAT benchmark and cohort growth data. Moreover, strong PSAT scores can qualify students for National Merit Scholarships and other financial aid, helping to reduce the financial barriers of college. By providing these resources equitably, Da Vinci Communications helps level the playing field, ensuring that all students, especially those from disadvantaged backgrounds, have greater access to higher education opportunities, while also helping to stabilize and build on this year's CCI and PSAT trends going forward.	

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	preparation course fees is crucial for promoting college readiness among unduplicated students, who have historically been marginalized in accessing college and career opportunities due to systemic inequities. These students frequently encounter financial barriers that restrict their access to essential standardized test preparation resources. By removing financial obstacles to PSAT and SAT prep, Da Vinci Communications ensures that students can fully engage in these important assessments and develop the skills needed to improve their scores and sustain the gains reflected in this year's PSAT data. This investment not only helps boost test performance but also expands opportunities for college admission and scholarships. Providing these resources equitably supports students in overcoming achievement gaps and strengthens their readiness for post-secondary success. Research indicates that targeted test preparation significantly enhances student outcomes (Westrick et al., 2019). Therefore, funding these resources helps level the playing field and strengthens college readiness for unduplicated students, even as CCI trends suggest continued vigilance is needed to prevent the recent gains from eroding. **Scope:** LEA-wide		
4.1	**Action:**	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same	DVC will continue to monitor academic

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	Intervention and support seminar programs in mathematics **Need:** On the 2025 CA School Dashboard, an achievement gap continues for SED students in Math at Da Vinci Communications. Schoolwide, DVC students scored 80.8 points below standard in Math, a decline of 6.4 points from the year before, for an Orange overall dashboard rating, though notably the rate of decline has slowed compared to the 8.4-point drop the previous year. Our 64 Socioeconomically Disadvantaged (SED) students at DVC scored 96.2 points below standard in Math, an increase of just 0.2 points from the year before, essentially flat, for an Orange overall dashboard rating. English Learners (EL) scored 174.4 points below standard, a decline of 0.9 points, though a color rating was not issued due to the subgroup's size being under 30 students. Widening achievement gaps in CAASPP math scores for SED and EL students highlight the urgent need for improving targeted math intervention and support programs. These students often face compounding barriers, such as limited prior academic exposure, language acquisition challenges, and reduced access to out-of-school academic resources, that can hinder their progress in mathematics. High-impact math interventions address these disparities by identifying specific skill gaps and providing targeted, evidence-based instruction through small group or individualized support.	school and LEA. All students demonstrating a need for additional math support have access to intervention and support courses integrated into their weekly schedules. The school will continue to maintain, and increase as needed, academic coaching staff and instructional support hours to ensure timely, individualized assistance is available for all learners. While the intervention framework is offered schoolwide, unduplicated students are systematically identified and prioritized for additional services. These students may require more intensive academic support due to systemic barriers that impact their access to foundational numeracy and grade-level math instruction. Because SED and EL students are fully integrated across every grade level and math classroom at DVC's single school site rather than concentrated in a separate program, intervention courses and coaching support must be embedded schoolwide to reach these students consistently throughout the year. By embedding targeted interventions within a comprehensive, schoolwide system, DVC ensures that students most at risk of falling behind receive responsive, data-informed support. This structure promotes equity while benefiting all learners through a culture of high expectations, continuous progress monitoring, and differentiated instruction. Ultimately, this approach supports measurable improvement in math outcomes and helps close persistent achievement gaps for unduplicated students, with particular urgency for EL students whose scores remain the furthest from standard.	progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

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	In particular, EL students benefit from integrated language support that strengthens their ability to engage with math vocabulary and word problems, while SED students often require structured guidance and consistent scaffolding to build foundational numeracy skills. While the stabilization of SED scores this year is encouraging, the continued, near-record gap for EL students underscores that this population requires the most intensive and immediate attention going into Year 3. Beyond academic gains, these interventions cultivate a positive and supportive learning environment that improves students' confidence, perseverance, and engagement. By implementing comprehensive math supports tailored to the needs of unduplicated students, schools can accelerate progress, close achievement gaps, and promote equitable outcomes in math achievement. **Scope:** LEA-wide		
4.2	**Action:** Software for diagnostic testing and instructional support in mathematics **Need:** On the 2025 CA School Dashboard, an achievement gap continues for SED students in Math at Da Vinci Communications. Schoolwide, DVC students scored 80.8 points below standard in Math, a decline of 6.4 points from the year before, for an Orange overall	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA, making a schoolwide approach to diagnostic and formative assessment both efficient and equitable. All students participate in internal math diagnostics, which provide actionable data to scaffold instruction and differentiate learning experiences across the curriculum. These assessments are embedded within the school's instructional calendar and are administered at no additional cost, ensuring consistent	DVC will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

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	dashboard rating. Our 64 SED students at DVC scored 96.2 points below standard in Math, essentially flat compared to the prior year (an increase of just 0.2 points), for an Orange overall dashboard rating. English Learners (EL) scored 174.4 points below standard, a decline of 0.9 points, though a color rating was not issued due to the subgroup's size being under 30 students. Diagnostic and formative math assessments are essential tools for addressing these persistent achievement gaps, particularly for unduplicated students such as English learners, socioeconomically disadvantaged students, foster youth, and recently reclassified English proficient students. These assessments provide timely, detailed insights into students' specific strengths and areas of need, enabling educators to deliver targeted, skill-based interventions that align with each student's current level of understanding. By identifying gaps in foundational math concepts early, diagnostic testing allows for the development of personalized learning pathways that support academic growth and build students' confidence in numeracy. Formative assessments ensure continuous progress monitoring, allowing teachers to adapt instruction and provide immediate feedback that promotes mastery. The stabilization of SED scores and the recovery in 11th grade PSAT Math benchmark attainment this year suggest that diagnostic data is beginning to inform instruction more	implementation and access for all learners. While these tools benefit all students, they are especially critical for unduplicated students, who are intentionally reviewed and prioritized for academic interventions based on assessment results. This proactive use of diagnostic data ensures that supports are targeted to students with the greatest need, helping to close achievement gaps before they widen, particularly important given the continued, largely unchanged gap for EL and SED students reflected on this year's Dashboard. Because diagnostic testing must reach EL, SED, and other unduplicated students wherever they are enrolled across DVC's single school site, this software and the instructional response it informs are necessarily implemented schoolwide rather than in a separate pull-out program. Research from the National Mathematics Advisory Panel and the Institute of Education Sciences confirms that diagnostic assessments paired with structured, evidence-based math supports lead to improved performance and greater long-term success. Implementing these strategies schoolwide ensures that every student receives instruction informed by their specific needs, while also enabling targeted support for those who have historically faced systemic barriers to academic achievement.	

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	effectively, though the substantial and continuing gap for EL students shows that this connection between diagnostics and classroom follow-through must be strengthened further, particularly for this subgroup. Research supports the effectiveness of diagnostic assessments in improving student outcomes, especially when paired with evidence-based instructional strategies. When implemented consistently, these tools help ensure equitable access to rigorous math instruction and contribute to narrowing achievement gaps by meeting students where they are and accelerating their progress toward grade-level proficiency. **Scope:** LEA-wide		
4.3	**Action:** Multi-Tiered Student Supports **Need:** On the 2025 CA Dashboard, 1.1% of All Students at Da Vinci Communications were suspended at least once, a decrease of 0.2% from the previous year, for a Green color rating overall. Disaggregated by subgroup, 0.7% of SED students were suspended at least once, a decrease of 0.4%, also a Green color rating. EL students, however, saw an increase to 5.7% suspended at least once, up from 0% the previous year; no color rating was awarded due to the subgroup's size being	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. Under the MTSS framework, all students are monitored for academic and behavioral needs and provided with interventions at the appropriate tier of support. This system ensures every student has access to the help they need, while still allowing for targeted resources and strategies for high-need groups. Da Vinci Schools' Data & Accountability staff support this process by coordinating the collection and analysis of academic and behavioral data, ensuring that interventions are data-informed and that unduplicated students are intentionally identified and prioritized for additional support, including	DVC will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4, and suspension rates for all students as compared to unduplicated groups in Goal 2.

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	under 30 students, but this increase signals a new and emerging behavioral need for this population. On the 2025 CA School Dashboard, an achievement gap also continues for SED students in Math. Schoolwide, DVC students scored 80.8 points below standard, a decline of 6.4 points from the year before, for an Orange overall dashboard rating. Our 64 SED students scored 96.2 points below standard, essentially flat compared to the prior year, for an Orange overall dashboard rating. English Learners scored 174.4 points below standard, a decline of 0.9 points, with no color rating issued due to subgroup size. Implementing a Multi-Tiered System of Supports (MTSS) remains essential for ensuring equitable academic and behavioral outcomes, particularly for unduplicated students at Da Vinci Communications. MTSS offers a comprehensive framework to address these mixed trends by providing early identification of academic and behavioral needs and delivering responsive, tiered supports. Through data-driven decision-making and consistent progress monitoring, educators can tailor interventions to meet the specific needs of each learner. For unduplicated students, particularly EL students now showing both a behavioral uptick in suspensions and the most severe math gap schoolwide, this means timely, targeted support that addresses both foundational skills and confidence, as well as the social-	closer monitoring of the EL suspension increase observed this year. Because EL and SED students are integrated across every classroom and tier of support at DVC's single school site rather than concentrated in one program, the MTSS framework must operate schoolwide to consistently identify and respond to their academic and behavioral needs wherever they arise. MTSS practices such as differentiated instruction, ongoing progress monitoring, and tiered interventions have been shown to improve achievement outcomes, particularly for historically underserved students. Research by Fuchs et al. (2010) affirms that these approaches are especially effective in math, where individualized, data-informed instruction can help close persistent achievement gaps. By applying MTSS schoolwide and integrating targeted interventions within that structure, DVC can ensure a cohesive, inclusive, and responsive support system that elevates outcomes for all students, while addressing both the academic and emerging behavioral challenges faced by unduplicated student groups.	

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	emotional and behavioral factors that may be emerging this year. Research shows that MTSS improves academic outcomes when implemented effectively (McIntosh & Goodman, 2016). By continuing to strengthen MTSS practices at DVC, the school can build on recent gains, respond to the new EL suspension trend, and more directly address persistent academic disparities, especially in math, for unduplicated student groups. **Scope:** LEA-wide		
4.5	**Action:** PSAT/SAT test and prep course fees **Need:** On the 2025 CA School Dashboard College and Career Indicator (CCI), 83.6% of Da Vinci Communications graduates were rated by the state as Prepared, a decline of 3.5% from the prior year, though still maintaining a Green dashboard rating. 81.7% of SED graduates were rated as Prepared, a decline of 3.8%, also maintaining a Green color status. DVC continues to have too few EL graduates to generate a reportable CCI status for this subgroup. While the modest CCI decline is worth continued attention, PSAT Math results this year show meaningful recovery: 32% of the 125 juniors in the 2027 cohort met the benchmark on their Math PSAT in Fall 2025,	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. To ensure that all students have access to the tools needed for postsecondary success, SAT prep courses are made available during the school day, as well as during before- or after-school sessions, weekends, and school breaks. These courses are offered at no cost to unduplicated students, including low-income pupils, English learners, foster youth, and redesignated fluent English proficient students, who are prioritized for support. Because unduplicated students are not concentrated in a single cohort but are enrolled across every grade level at DVC's single school site, PSAT and SAT prep access must be offered on a schoolwide and flexible-scheduling basis to reach these students regardless of individual schedules or family responsibilities.	DVC will continue to monitor disaggregated College and Career Readiness data from Goal 5.

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	with an additional 10% approaching benchmark, for 42% of juniors on track for college readiness in Math overall, a 17-percentage-point increase in benchmark attainment and a 14-point increase in overall college readiness compared to Fall 2024. Multi-year cohort growth data also shows the 2026 cohort met projected mean score targets from PSAT 10 through SAT 12, with score gains of +10 and +20 points respectively, even though the college readiness benchmark in Math has not yet been met at any cohort transition. Eliminating the cost barrier for PSAT exams, as well as for SAT test preparation resources, is critical to advancing college readiness for unduplicated students, including low-income, English learner, and foster youth populations. These student groups often lack access to the financial and academic supports that can increase success on college entrance exams. Without targeted assistance, they may be underrepresented in college admissions processes or ineligible for merit-based scholarships that rely on standardized test scores. The strong rebound in PSAT Math college readiness this year suggests that continued, no-cost access to test preparation is contributing meaningfully to closing this gap, even as overall Math proficiency on CAASPP remains a significant challenge. By covering PSAT registration fees and providing access to high-quality SAT prep programs, Da Vinci Communications ensures	Providing universal access to PSAT testing and SAT preparation ensures that every student has the opportunity to strengthen their college application and qualify for scholarships. These supports are especially critical for unduplicated students, who may otherwise face financial or informational barriers to participating in these opportunities. This year's strong rebound in PSAT Math college readiness, from 28% to 42% on track, suggests this investment is producing measurable results. Research consistently shows that access to test prep improves performance, enhances college admissions prospects, and increases eligibility for merit-based aid. By embedding this support into the schoolwide system, DVC removes barriers and ensures more equitable access to college and career pathways for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	that all students, regardless of socioeconomic status, have equitable opportunities to prepare for and succeed on these high-stakes assessments. Research by Westrick et al. (2019) confirms that structured test preparation leads to measurable gains in SAT performance, which can improve college admissions outcomes and scholarship eligibility. Offering these supports is an essential step toward closing opportunity gaps and promoting postsecondary success for historically underserved students. **Scope:** LEA-wide		
5.1	**Action:** Credit Recovery & Summer School **Need:** On the 2025 CA School Dashboard, DVC had a 5-year cohort graduation rate of 91.5%, a decline of 3.2 percentage points from the year before, for a Yellow overall dashboard rating, the third consecutive year of decline in this metric, moving DVC further from its 95% target. The 4-year cohort dropout rate for the class of 2025 remained at 0% (0 students), maintaining this strong outcome for the second consecutive year and indicating that students who might otherwise leave school are being retained, even as a growing number are not completing graduation requirements within the standard four-year window.	As a single site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. DVC will continue to offer credit recovery and summer school offerings during the school year, including sections with teacher stipends to reduce class sizes and provide differentiated support where it is most needed. While these programs are available to all students, low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and prioritized for participation to ensure equitable access to these critical opportunities, particularly given the continued downward trend in the four-year graduation rate. Providing credit recovery and summer school on a schoolwide basis ensures that all students have access to the support they need to earn necessary credits, stay on track for graduation, and improve	DVC will continue to monitor disaggregated graduation and dropout rates, as well as the College and Career Ready Indicator for unduplicated student groups in Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2025 CA School Dashboard College and Career Indicator (CCI), 83.6% of Da Vinci Communications graduates were rated by the state as Prepared, a decline of 3.5% from the prior year, though still maintaining a Green dashboard rating. 81.7% of SED graduates were rated as Prepared, a decline of 3.8%, also maintaining a Green color status. DVC had only ten 12th grade EL graduates in 2025, which is not enough students to have a CCI status reported on the dashboard for this group. Credit recovery and summer school courses offer essential opportunities for unduplicated students to earn credits, retake courses they have not passed, and catch up on academic requirements. These programs are especially important for student groups who historically encounter greater barriers to academic success. The continued decline in the four-year cohort graduation rate, even as the dropout rate remains at zero, suggests that some students are taking longer than four years to complete requirements rather than leaving school altogether — a pattern that calls for earlier identification of students falling behind on credits and more proactive use of credit recovery and summer school before deficits become difficult to overcome. By providing additional support and flexible learning options, credit recovery and summer school help ensure these students stay on track for graduation, maintain steady progress toward their educational goals, and achieve equitable outcomes alongside their peers.	college and career readiness. Because unduplicated students are enrolled across every grade level at DVC's single school site rather than concentrated in a single program, credit recovery and summer school must remain available schoolwide to reach students at risk of falling behind wherever and whenever that risk emerges. These programs address academic gaps by offering flexible learning options tailored to individual needs, which is especially important for unduplicated students who face additional barriers to success. Research shows that credit recovery and summer school interventions can substantially reduce dropout rates and boost academic achievement, ultimately supporting higher graduation rates and better postsecondary outcomes for all students (Balfanz, Bridgeland, Fox, & Moore, 2010). This continues to be reflected in DVC's sustained 0% dropout rate, even as the school works to reverse the recent decline in on-time graduation.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
5.4	**Action:** College & Career Readiness Counselor **Need:** On the 2025 CA School Dashboard College and Career Indicator (CCI), 83.6% of Da Vinci Communications graduates were rated by the state as Prepared, a decline of 3.5% from the prior year, though still maintaining a Green dashboard rating. 81.7% of SED graduates were rated as Prepared, a decline of 3.8%, also maintaining a Green color status. DVC had only ten 12th grade EL graduates in 2025, which is not enough students to have a CCI status reported on the dashboard for this group. While both schoolwide and SED CCI Prepared rates remain at Green, the modest decline from last year's peak results, considered alongside this year's continued drop in the four-year cohort graduation rate to 91.5%, suggests that sustained and intentional college and career counseling remains essential to keep unduplicated students on track for both graduation and postsecondary readiness simultaneously. Unduplicated students have historically encountered significant barriers to college and career readiness due to systemic inequities, often lacking access to essential resources, guidance, and support networks that ease their transition to higher education	As a single-site charter school, all students at Da Vinci Communications are enrolled in the same school and LEA. Senior students are supported by a dedicated College & Career Counselor who guides them through the college application, financial aid, and scholarship application processes, with priority given to unduplicated students. Because unduplicated students are integrated across every grade level and pathway at DVC's single school site rather than concentrated in a separate program, college and career counseling must be available schoolwide to ensure every student, regardless of their classroom or program placement, receives this support as they approach graduation. Providing individualized support in college, financial aid, and scholarship applications has been shown to significantly improve outcomes for unduplicated students. Research by Hoxby and Turner (2013) demonstrates that personalized assistance increases college enrollment rates among underserved students. Additionally, Dynarski and Scott-Clayton (2006) found that targeted support in scholarship applications enhances access to financial resources, helping reduce economic barriers to higher education. These findings emphasize the critical role of tailored counseling in empowering unduplicated students to access and succeed in postsecondary education, particularly as DVC works to sustain its	DVC will continue to monitor disaggregated College and Career Readiness data from Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and the workforce. At Da Vinci Communications, the college and career readiness counselor is vital in closing this gap by offering personalized guidance tailored to each student's unique needs. This counselor connects students with preparatory resources, assists with college applications, financial aid, and career planning, and advocates on their behalf. Through these targeted supports, the counselor ensures that unduplicated students receive equitable opportunities to successfully pursue postsecondary education and build sustainable career pathways, even as this year's data shows continued vigilance is needed to prevent further erosion of these strong outcomes. **Scope:** LEA-wide	Green CCI ratings and reverse the recent decline in on-time graduation.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.5	**Action:** EL Coordinator **Need:** English Learners (EL) scored 55.8 points below standard in ELA on the 2025 CA School	Da Vinci Communications will provide a teacher stipend for an EL coordinator responsible for monitoring testing, supporting interventions, and sharing updates on EL student progress at Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings.	We will continue to monitor academic progress and access to curriculum for English Learners using disaggregated student CAASPP ELA scores and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Dashboard, an improvement of 57.7 points from the prior year's 113.5 points below standard, though still a substantial gap and one for which no color rating was issued due to the subgroup's size being under 30 students. This year's English Learner Progress Indicator (ELPI) results highlight just how unstable this progress has been: after 70% of EL students made progress toward English Language Proficiency in 2024 (an increase of 43.3 percentage points), that figure fell back to 31.6% in 2025, a decline of 38.4 percentage points in a single year. As with the ELA Dashboard score, no color rating was given due to the subgroup's size, but this volatility, a sharp gain followed by a sharp drop, signals that EL student progress at DVC is not yet consistent or self-sustaining, and that close, ongoing monitoring is essential to understand and respond to these swings before they translate into wider achievement gaps. English Learners encounter distinct challenges in accessing academic content and attaining English proficiency. Language barriers often hinder their understanding of complex vocabulary and subtle language structures, making it difficult to follow instructions, engage in class discussions, and complete assignments. These obstacles can contribute to lower achievement in ELA and widen the achievement gap between EL students and their peers. The volatility seen in this year's ELPI and Dashboard ELA results underscores	This targeted role directly addresses the unique needs of English Learners by supporting language development alongside academic content, helping students build English proficiency while mastering grade-level skills across subjects. The role is especially critical this year given the sharp swing in ELPI results and the continued, though narrowing, ELA gap reflected on the 2025 Dashboard — both of which point to the need for someone actively tracking EL data throughout the year rather than discovering shifts only when annual Dashboard results are released. Key supports include differentiated instruction, vocabulary building, and reading comprehension strategies that offer essential scaffolding to enhance understanding and engagement. The EL coordinator oversees these efforts by ensuring instructional practices are tailored to EL students' needs, providing professional development for teachers, and fostering a supportive learning environment. Because EL students are integrated across every grade level and content area at DVC's single school site rather than concentrated in a single classroom or program, the EL coordinator's monitoring and intervention support must extend schoolwide to track these students consistently wherever they are enrolled. Regular updates at PAC and ELAC meetings also ensure that families and educational partners stay informed of EL student progress and the specific data trends — such as this year's ELPI decline — driving intervention decisions, reinforcing transparency and shared accountability for closing the gap.	English Language Proficiency rates from Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	that these challenges are not resolving on their own and require sustained, dedicated oversight. Effectively supporting English Learners requires targeted interventions, bilingual resources, and culturally responsive teaching strategies tailored to their unique needs, along with consistent monitoring to catch and respond to shifts in progress as they occur rather than only at the end of the year when Dashboard data is released. **Scope:** Limited to Unduplicated Student Group(s)	Together, these actions contribute to improved ELA achievement and help close achievement gaps for EL students at Da Vinci Communications.	

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	76:1	

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

2026-27 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	$6,926,695.00	$667,733.00	9.640%	0.000%	9.640%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,336,205.00	$547,973.00	$61,800.00	$122,900.00	$2,068,878.00	$1,545,920.00	$522,958.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Course Materials & Supplies for Project-Based Learning Activities	All	No			All Schools	Entire School Year	$0.00	$17,647.00		$10,647.00	$6,800.00	$200.00	$17,647.00	
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	Entire School Year	$7,500.00	$0.00	$7,500.00				$7,500.00	
1	1.3	Teacher professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$0.00	$44,442.00	$28,335.00			$16,107.00	$44,442.00	
1	1.4	Teacher preparation time	All	No			All Schools	Entire School Year								
1	1.5	Academic coaching support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$25,957.00	$0.00				$25,957.00	$25,957.00	
1	1.6	Training for academic coach / paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$1,400.00	$809.00	$1,400.00	$809.00			$2,209.00	
2	2.1	Parent/guardian engagement & communications	All	No			All Schools	Entire School Year	$22,195.00	$12,748.00	$23,939.00	$1,204.00		$9,800.00	$34,943.00	
2	2.2	Advisory curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$10,000.00	$1,500.00	$11,500.00				$11,500.00	
2	2.3	Extra-curricular activities including freshman Overnighter and overnighter leader training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August & Entire School Year	$148,500.00	$233,170.00	$208,000.00	$119,670.00	$54,000.00		$381,670.00	
2	2.4	Counseling staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$236,737.00	$0.00	$236,737.00				$236,737.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.5**	Administrative Staffing-Assistant Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Entire School Year	$169,876.00	$0.00	$169,876.00				$169,876.00	
2	**2.6**	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$704.00	$5,704.00				$5,704.00	
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	$27,676.00	$2,250.00	$1,719.00	$2,250.00		$25,957.00	$29,926.00	
3	**3.2**	Software for diagnostic testing and instructional support in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$8,550.00	$3,235.00	$8,550.00			$3,235.00	$11,785.00	
3	**3.3**	Curriculum Development	All	No			All Schools	ENTIRE SCHOOL YEAR								
3	**3.4**	PSAT/SAT test and prep course fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$0.00	$8,000.00		$8,000.00			$8,000.00	
3	**3.5**	EL Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	$5,875.00	$0.00				$5,875.00	$5,875.00	
4	**4.1**	Intervention and support seminar programs in mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$11,719.00	$22,830.00	$20,153.00	$14,250.00		$146.00	$34,549.00	
4	**4.2**	Software for diagnostic testing and instructional support in mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$8,550.00	$3,235.00	$8,550.00			$3,235.00	$11,785.00	
4	**4.3**	Multi-Tiered Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR								
4	**4.4**	Curriculum for instructional support in math	All	No			All Schools	ENTIRE SCHOOL YEAR								
4	**4.5**	PSAT/SAT test and prep course fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$0.00	$8,000.00		$8,000.00			$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.1**	Credit Recovery & Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$11,719.00	$32,388.00	$11,719.00			$32,388.00	$44,107.00	
5	**5.2**	College courses & dual enrollment	All	No			All Schools	ENTIRE SCHOOL YEAR	$8,625.00	$0.00		$8,625.00			$8,625.00	
5	**5.3**	Career exploration/ CTE program, staffing, & credentialing costs	All	No			All Schools	ENTIRE SCHOOL YEAR	$640,000.00	$100,000.00	$440,000.00	$300,000.00			$740,000.00	
5	**5.4**	College & Career Readiness Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$196,041.00	$0.00	$152,523.00	$43,518.00			$196,041.00	
5	**5.5**	Partnerships with CTSOs & leadership development programs	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$17,000.00		$16,000.00	$1,000.00		$17,000.00	
5	**5.6**	College & Career Field Trip Opportunities	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$15,000.00		$15,000.00			$15,000.00	

2026-27 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
$6,926,695.00	$667,733.00	9.640%	0.000%	9.640%	$864,766.00	0.000%	12.485 %	**Total:**	$864,766.00
								LEA-wide Total:	$864,766.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Teacher professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,335.00	
1	**1.5**	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.6**	Training for academic coach / paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,400.00	
2	**2.2**	Advisory curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,500.00	
2	**2.3**	Extra-curricular activities including freshman Overnighter and overnighter leader training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,000.00	
2	**2.4**	Counseling staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,737.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Administrative Staffing-Assistant Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$169,876.00	
2	2.6	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,704.00	
3	3.1	Intervention and support classes in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,719.00	
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,550.00	
3	3.4	PSAT/SAT test and prep course fees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	EL Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
4	4.1	Intervention and support seminar programs in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,153.00	
4	4.2	Software for diagnostic testing and instructional support in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,550.00	
4	4.3	Multi-Tiered Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.5	PSAT/SAT test and prep course fees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.1	Credit Recovery & Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,719.00	
5	5.4	College & Career Readiness Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,523.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,143,606.00	$2,161,380.00

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)
1	**1.1**	Course Materials & Supplies for Project-Based Learning Activities	No	$23,300.00	$23,379.00
1	**1.2**	Teacher recruitment and credentialing support	No	$5,000.00	$5,000.00
1	**1.3**	Teacher professional development	Yes	$26,625.00	$26,625.00
1	**1.4**	Teacher preparation time	No		
1	**1.5**	Academic coaching support	Yes	$23,223.00	$28,180.00
1	**1.6**	Training for academic coach / paraeducators	Yes	$2,209.00	$2,341.00
2	**2.1**	Parent/guardian engagement & communications	No	$29,939.00	$34,169.00
2	**2.2**	Advisory curriculum	Yes	$11,500.00	$11,500.00
2	**2.3**	Extra-curricular activities including freshman Overnighter and overnighter leader training	Yes	$381,670.00	$382,899.00
2	**2.4**	Counseling staffing	Yes	$233,979.00	$233,979.00
2	**2.5**	Administrative Staffing-Assistant Principal	Yes	$181,032.00	$181,032.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Professional Development	Yes	$10,704.00	$10,704.00
3	3.1	Intervention and support classes in ELA	Yes	$52,829.00	$52,829.00
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	$11,441.00	$11,441.00
3	3.3	Curriculum Development	No		
3	3.4	PSAT/SAT test and prep course fees	Yes	$6,250.00	$6,250.00
3	3.5	EL Coordinator	Yes	$10,000.00	$10,000.00
4	4.1	Intervention and support seminar programs in mathematics	Yes	$27,000.00	$27,000.00
4	4.2	Software for diagnostic testing and instructional support in mathematics	Yes	$11,441.00	$11,441.00
4	4.3	Multi-Tiered Student Supports	Yes		
4	4.4	Curriculum for instructional support in math	No		
4	4.5	PSAT/SAT test and prep course fees	Yes	$15,250.00	$15,250.00
5	5.1	Credit Recovery & Summer School	Yes	$66,699.00	$76,699.00
5	5.2	College courses & dual enrollment	No	$2,875.00	$2,875.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Career exploration/ CTE program, staffing, & credentialing costs	No	$740,000.00	$740,000.00
5	**5.4**	College & Career Readiness Counselor	Yes	$238,640.00	$238,640.00
5	**5.5**	Partnerships with CTSOs & leadership development programs	No	$17,000.00	$14,147.00
5	**5.6**	College & Career Field Trip Opportunities	No	$15,000.00	$15,000.00

2025-26 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)
$661,041	$885,056.00	$885,056.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Teacher professional development	Yes				
1	**1.5**	Academic coaching support	Yes				
1	**1.6**	Training for academic coach / paraeducators	Yes	$1,400.00	$1,400.00		
2	**2.2**	Advisory curriculum	Yes	$11,500.00	$11,500.00		
2	**2.3**	Extra-curricular activities including freshman Overnighter and overnighter leader training	Yes	$208,000.00	$208,000.00		
2	**2.4**	Counseling staffing	Yes	$233,979.00	$233,979.00		
2	**2.5**	Administrative Staffing- Assistant Principal	Yes	$181,032.00	$181,032.00		
2	**2.6**	Professional Development	Yes	$5,000.00	$5,000.00		
3	**3.1**	Intervention and support classes in ELA	Yes	$10,000.00	$10,000.00		
3	**3.2**	Software for diagnostic testing and instructional support in ELA	Yes	$8,300.00	$8,300.00		
3	**3.4**	PSAT/SAT test and prep course fees	Yes				
3	**3.5**	EL Coordinator	Yes	$10,000.00	$10,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.1**	Intervention and support seminar programs in mathematics	Yes	$10,000.00	$10,000.00		
4	**4.2**	Software for diagnostic testing and instructional support in mathematics	Yes	$8,300.00	$8,300.00		
4	**4.3**	Multi-Tiered Student Supports	Yes				
4	**4.5**	PSAT/SAT test and prep course fees	Yes				
5	**5.1**	Credit Recovery & Summer School	Yes	$32,875.00	$32,875.00		
5	**5.4**	College & Career Readiness Counselor	Yes	$164,670.00	$164,670.00		

2025-26 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)
$6,634,293.00	$661,041	0.000%	9.964%	$885,056.00	0.000%	13.341%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)](); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)]().
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information]() web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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.

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024