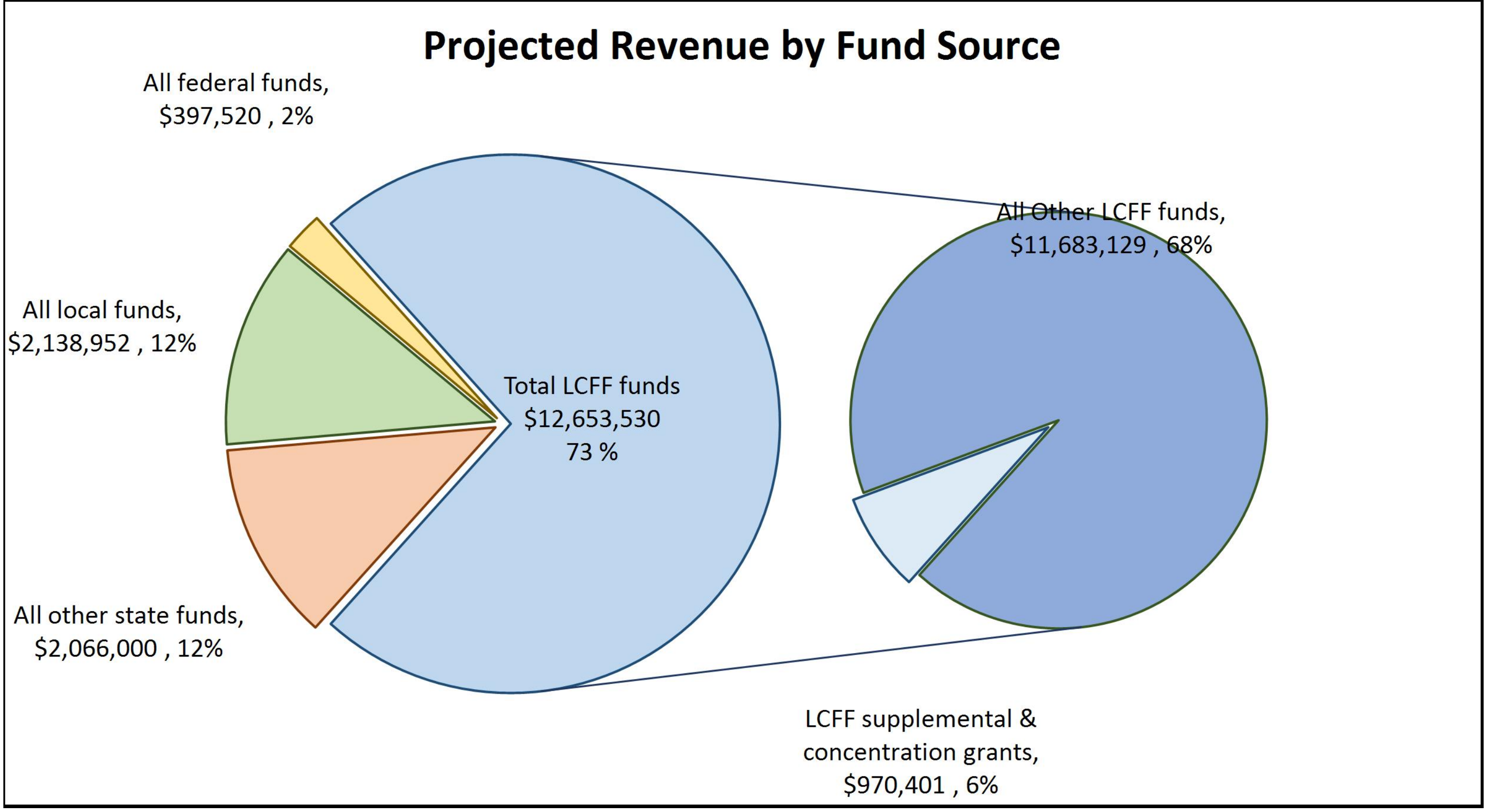
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Connect
CDS Code: 19768690128728
School Year: 2026-27
LEA contact information:
Robin Brown & Tami Christopher
Principals K-8 & HS
310-725-5800

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

Budget Overview for the 2026-27 School Year

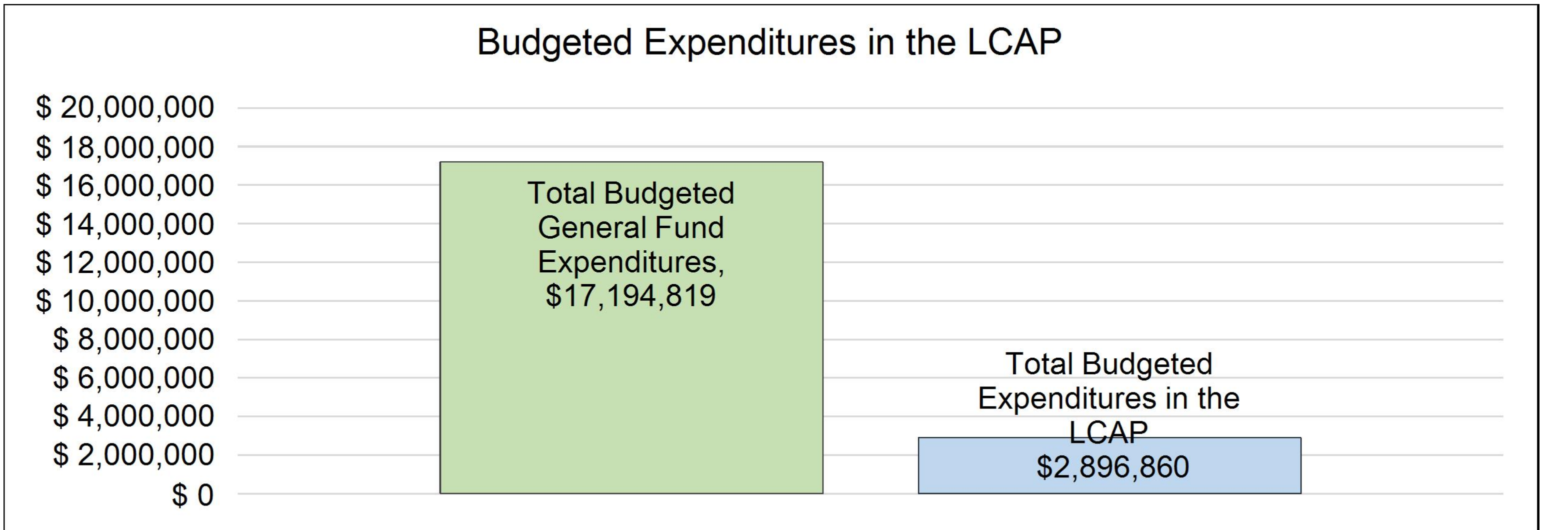


This chart shows the total general purpose revenue Da Vinci Connect expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Connect is $17,256,002, of which $12,653,530 is Local Control Funding Formula (LCFF), $2,066,000 is other state funds, $2,138,952 is local funds, and $397,520 is federal funds. Of the $12,653,530 in LCFF Funds, $970,401 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Da Vinci Connect plans to spend for 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 Connect plans to spend $17,194,819 for the 2026-27 school year. Of that amount, $2,896,860 is tied to actions/services in the LCAP and $14,297,959 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

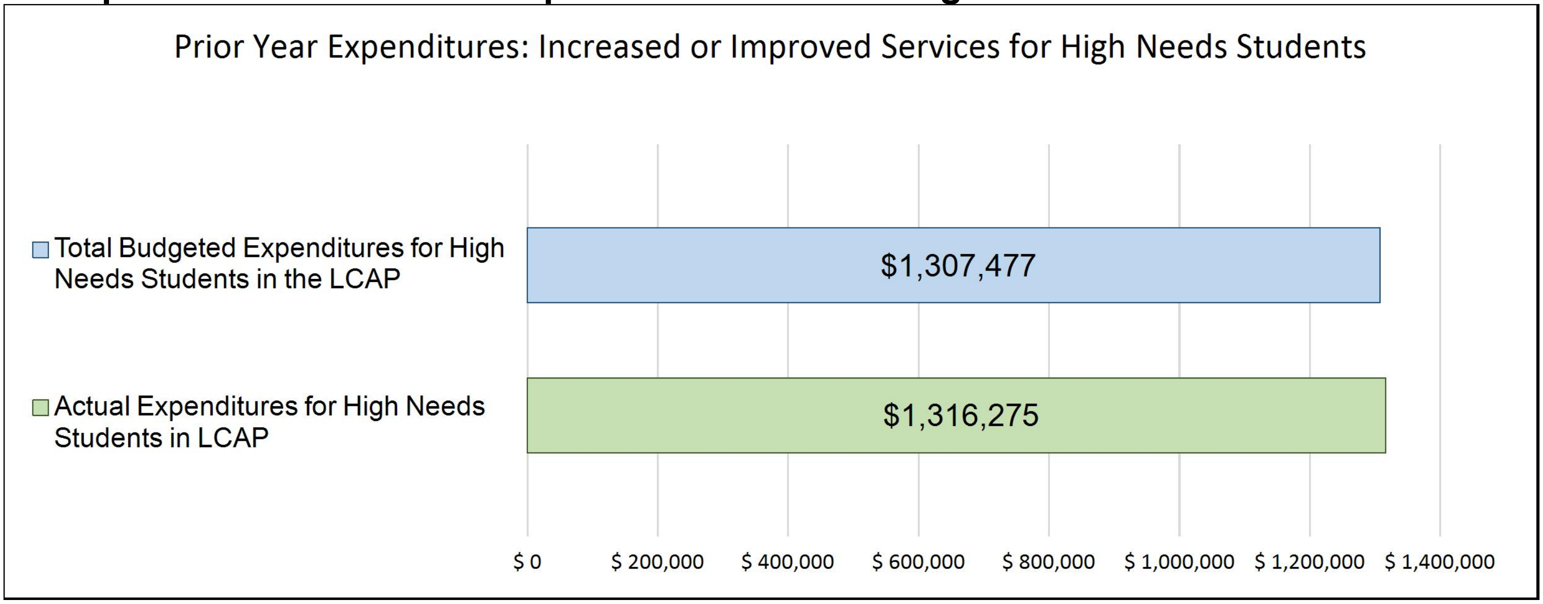
General Fund Budget Expenditures for the school year not included in the LCAP include, but are not limited to, various Personnel, Facilities and Operating Expenses.

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

In 2026-27, Da Vinci Connect is projecting it will receive $970,401 based on the enrollment of Foster Youth, English learner, and low-income students. Da Vinci Connect must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Connect plans to spend $1,593,398 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 Connect budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Da Vinci Connect estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Da Vinci Connect's LCAP budgeted $1,307,477 for planned actions to increase or improve services for high needs students. Da Vinci Connect actually spent $1,316,275 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 Connect	Robin Brown & Tami Christopher Principals K-8 & HS	rbrown@davincischools.org; tchristopher@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 Connect is a public charter school serving K-12 students in the South Bay of Los Angeles and neighboring communities. Da Vinci Connect offers families a new approach to K-12 education combining school-site instruction with home-based learning, and partners with families to provide a unique learning model where students can discover their passions and talents in a flexible and personalized learning environment. The Da Vinci Connect Hybrid model includes 2 full days at school (Grades K-12): students participate in 2 days of project-based learning at school and 3 days of family facilitated/asynchronous off-site learning. Students attend school on either Monday/Tuesday OR Thursday/Friday (K8) or Monday/Thursday OR Tuesday/Friday (HS). At-school learning is project-based. At-home learning (also called homeschooling (K8) or asynchronous (HS) focuses on English Language Arts, math and extracurricular activities. Families are the primary K8 educators on at-home learning days and parents monitor student learning but learning is delivered asynchronously by teachers at the high school level. All learning and attendance is guided and reviewed by credentialed teachers across K-12.

Why Independent Study?
Our families choose DV Connect and homeschooling/independent study for many, many reasons. Here are a few they report:
* Homeschooling allows families to truly know how their children learn
* Homeschooling provides opportunities to explore passion projects
* DV Connect focuses on the learner as much as the learning
* Homeschooling enables the flexibility to participate in extracurricular learning that there is often little time for when students spend 35+hours per week at school

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

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

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

In 2025-26, Da Vinci Connect engaged its educational partners in a collaborative and thoughtful process to become a Title I Schoolwide program, ensuring alignment with our unique K-12 hybrid learning model and the needs of our community. As a school that deeply values family partnership and personalized learning, we invited input from families, staff, and community members through surveys, staff meetings, Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC) meetings, as well as other ongoing communication channels. These conversations included a review of our LCAP data and actions, as well as how a Schoolwide Title I designation would allow for greater flexibility in providing targeted and schoolwide academic and social-emotional support for all students within our hybrid model. Stakeholders reviewed student performance data, participated in needs assessments, and explored how the change in status could expand access to services and resources across our diverse student body. Based on strong consensus and alignment with our mission to support all learners, Da Vinci Connect will move forward with adopting the Schoolwide model, ensuring continued collaboration in developing and implementing a School Plan for Student Achievement via our LCAP that reflects the values and structure of our K-12 program.

Reflections: Annual Performance

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

In spring 2026, the California Department of Education (CDE) released the 2026 AB 1505 Performance Category Data File which included the list of charter schools and their respective performance categories as determined by the CDE. Da Vinci Connect was placed into the High Performance Category, under Criterion 2: Receiving performance levels schoolwide and for a majority of subgroups that are the same or higher than the state average on the “academic performance indicators”—CAASPP for English language arts (ELA) and math, the English Language Progress Indicator (ELPI), and the College and Career Indicator (CCI). This status recognizes Da Vinci Connect as one of the highest performing charter schools in the state, and Wiseburn Unified School District renewed the charter petition for Da Vinci Connect for a 5-year term through June 30, 2031. In spring 2024, Da Vinci Connect also completed a full WASC accreditation self-study and visit and earned a 6-year accreditation, the highest outcome awarded by WASC.

Our mid-year LCAP review highlights several areas of growth and success across our schools. Staff reported strong support for collaboration and reflective practice, suspension rates have been cut in half over the past two years, and both ELA and math achievement showed improvement, including gains for socio-economically disadvantaged students. Connect also saw increased English Learner progress and strong PSAT growth, while college and career readiness indicators remain strong, with a corrected 5-year cohort graduation rate of 93.7%, an overall CA Dashboard College & Career Indicator (CCI) Blue rating (70.2% Prepared), 94% of the 2025 cohort completing a college course prior to graduation, and a 71.1% A-G completion rate. Areas for continued focus include improving student perceptions of safety, strengthening engagement with SED and EL families, closing achievement gaps for English Learners in ELA and math, and increasing Career Technical Education (CTE) completion rates. Overall, the data reflects meaningful progress while identifying clear priorities for ongoing improvement.

Over the past several years, Da Vinci Connect has experienced significant shifts in student demographics, including a steady increase in the percentage of students eligible for free or reduced-price meals. As a result, the school now qualifies to operate a schoolwide Title I program. This change marks an important opportunity to strengthen academic outcomes and support equity. Under schoolwide Title I status, Da Vinci Connect is able to use federal funds with greater flexibility to design and implement comprehensive strategies that benefit all students, while still focusing on those most in need. This includes expanding access to high-quality instructional materials, increasing academic support services, investing in professional development for teachers, and creating more inclusive learning environments. The ability to coordinate Title I efforts with other funding sources also enhances the school’s capacity to implement cohesive, data-driven improvement plans that align with the school’s mission and goals.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Availability of Instructional Materials, as reported in the Student Accountability Report Card (SARC)	100% of students have access to instructional materials and resources in print or electronic formats in 2023-24.	100% of students have access to instructional materials and resources in print or electronic formats in 2024-25.	100% of students have access to instructional materials and resources in print or electronic formats in 2025-26.	100% of students will have access to instructional materials and resources in print or electronic formats.	Maintained at 100%.
1.2	CDE Teacher Assignment Monitoring Outcomes (TAMO), as	In the 2021-22 school year (most recent TAMO data available),	In the 2022-23 school year (most recent TAMO data	In the 2023-24 school year (most recent TAMO data	100% of teachers are properly assigned.	Increase of 0.31 %.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reported in the Student Accountability Report Card (SARC)	DV Connect employed 19.9 Teaching FTE (Full Time Equivalencies). 97.5% of teachers were classified as Clear, and assigned appropriately.	available), DV Connect employed 24.1 Teaching FTE (Full Time Equivalencies). 96% of teachers were classified as Clear, and assigned appropriately.	available), DV Connect employed 24.1 Teaching FTE (Full Time Equivalencies). 75.13% were classified as Clear, and 4.14% required no authorization (N/A), 19.89% were credentialed teachers out of field, for a total of 96.31% of teachers assigned appropriately. 0.83% of teachers were classified as misassignments, or "ineffective" under ESSA.		
1.3	Teacher reflections and evaluations	100% of teachers completed a reflective evaluation process in 2023-24.	100% of teachers completed a reflective evaluation process in 2024-25.	100% of teachers completed a reflective evaluation process in 2025-26.	95% of teachers will participate in a reflective evaluation process and earn a positive evaluation.	Maintained at 100%.
1.4	Teacher professional development ratings	On the 2023-24 annual staff survey, 88% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 81% positively to	On the 2024-25 annual staff survey, 92% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process	In 2025-26, Da Vinci staff surveys transitioned to Attuned surveys in partnership with CSGF. Our new baseline for the Leadership Efficacy section	Staff will continue to provide at least 90% positive feedback on professional learning opportunities at Connect.	New staff survey baseline is 5% below the 90% target outcome for Connect TK-8 and 31% below target for Connect HS.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		questions on the Professional Learning Environment.	& Practices, and 90% positively to questions on the Professional Learning Environment	questions are 85% positive (Extremely/ Very) for Connect TK-8 and 59% positive for Connect HS.		
1.5	Success in academic curriculum	89% of 9-12 students achieved a 2.0 or above unweighted GPA in Fall 2023, and 85% of 9-12 students earned a 2.0 or above in Spring 2024.	89% of 9-12 students achieved a 2.0 or above unweighted GPA in Fall 2024, and 87% of 9-12 students earned a 2.0 or above in Spring 2025.	89% of 9-12 students achieved a 2.0 or above unweighted GPA in Fall 2025, and 87% of 9-12 students earned a 2.0 or above in Spring 2026.	85% of students will remain above a 2.0 unweighted GPA each semester.	Decline of 5%.
1.6	Targeted academic intervention	100% of students in need of intervention in Fall 2023 had academic supports in place before Spring 2024.	100% of students in need of intervention in Fall 2024 had academic supports in place before Spring 2025.	100% of students in need of intervention in Fall 2025 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 newly enrolled IEP students, and 100% of incoming 504 students had Connect specific plans in place within 30 days of enrollment.	100% of newly enrolled IEP students, and 100% of incoming 504 students had Connect specific plans in place within 30 days of enrollment.	100% of students with existing specialized academic plans (IEPs/504s) will have plans in place and communicated to teachers within 30 days of enrollment.	Maintained at 100%.
1.8	CA Facilities Inspection Tool (FIT) results, as reported in the Student	The school is safe, clean and well maintained per January	The school is safe, clean and well maintained per	The school is safe, clean and well maintained per	Overall annual facilities inspection rating will remain	Maintained rating at Exemplary.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card (SARC)	2024 facilities inspection overall rating of 'Exemplary'.	January 2025 facilities inspection overall rating of 'Exemplary'.	January 2026 facilities inspection overall rating of 'Exemplary'.	Good or Exemplary. At least 95% of students will report feeling safe at school.	
1.9	School Safety: student survey results	Connect had 95% positive student ratings (Very Safe/ Safe/ Neutral) on the Fall 2023 survey question 'Do you feel safe at school?'	Connect had 89% positive student ratings (Strongly Agree/ Agree) on the Fall 2024 survey question 'I feel safe at school.'	Connect had 90% positive student ratings (Strongly Agree/ Agree) on the Fall 2025 survey question 'I feel safe at school.'	At least 95% of students will report feeling safe at school.	Increase of 1%.

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.

During the 2025-26 school year, Da Vinci Connect continued to implement the foundational components of Goal 1 with strong fidelity across nearly all planned actions. Instructional materials remained available to 100% of students in both print and digital formats, all teachers participated in reflective evaluation processes, and facilities again received an Exemplary rating on the January 2026 FIT inspection. Academic intervention supports were maintained at 100%, with all students identified as needing support in the fall having services in place prior to the spring semester. Specialized academic plans for IEP and 504 students were also communicated to teachers within 30 days of enrollment for the third consecutive year.

Teacher assignment outcomes showed slight improvement in Year 2, with 96.31% of teachers assigned appropriately, a 0.31% increase from Year 1, and misassignment rates declining to just 0.83%. This represents continued progress toward the 100% proper assignment target. A notable shift in Year 2 is the transition to the Attuned survey platform in partnership with CSGF, which established a new baseline for measuring staff satisfaction with professional learning. The new baseline of 85% positive for Connect TK-8 and 59% positive for Connect HS represents a significant split between the two programs, with Connect HS sitting 31 points below the 90% target. This transition makes year-over-year comparisons difficult, but the Connect HS figure in particular signals a meaningful area for attention heading into Year 3.

Student GPA outcomes maintained in Year 2, with 89% of 9-12 students achieving a 2.0 or above in Fall 2025, remaining above the 85% target outcome. Student-reported feelings of safety showed a modest improvement from 89% to 90%, a positive trend following the Year 1 decline, though the school remains below the 95% target and continued focus on school culture and safety will be important 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 material differences between budgeted and estimated actual expenditures for Goal 1. Resources across all action areas, spanning course materials and curriculum, teacher credentialing support, professional development, and teacher preparation time, were deployed as planned and within the intended financial scope. Course materials represent the largest non-personnel investment within Goal 1, with funds distributed across LCFF, Other State, and Title IV sources to cover curriculum partnerships with SNHU and ASU, digital platforms, and supplemental classroom materials. These expenditures are expected to align closely with budgeted amounts. Professional development represents the largest overall investment in Goal 1, with the majority of costs reflecting teacher PD day salary allocations funded through LCFF, supplemented by Title II and Other State funds for specific training programs including Roots Connected, PBLWorks, and Marzano. Teacher credentialing support remained a modest investment through a shared stipend, consistent with the planned budget. Teacher preparation time carries no direct cost, as it is embedded within the school's instructional model. Overall, the planned percentages of improved services for unduplicated students were delivered as intended, and no variances adversely affected the quality or availability of instructional materials, credentialing support, or professional development for any student group.

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 strong overall effectiveness in Year 2, with most foundational metrics maintained at or above target levels. Instructional materials access, academic intervention, specialized plan compliance, and facilities quality all remained at 100% or Exemplary. Teacher assignment outcomes showed slight improvement, and student-reported feelings of safety ticked upward from 89% to 90%. The most notable challenge in Year 2 is the transition to the Attuned survey platform, which established a new baseline for professional learning satisfaction, particularly for Connect HS, where the 59% positive rating represents a significant gap from the 90% target.

1.1 Course Materials & Curriculum- This action has remained highly effective. For the third consecutive year, 100% of students had access to instructional materials in print or electronic formats, ensuring equitable curriculum access across both the TK-8 and high school programs. The breadth of curriculum investments, including SNHU and ASU partnerships, digital platforms, and supplemental classroom materials, reflects a well-coordinated approach to meeting diverse instructional needs across grade levels.

1.2 Teacher Recruitment and Credentialing Support- This action has shown continued improvement in Year 2. The percentage of teachers properly assigned increased to 96.31%, a 0.31% gain from baseline, and misassignment rates declined to just 0.83%, the lowest recorded across the three years. The continued use of induction coordination, mentor stipends, and credentialing transfer support appears to be contributing to these gradual gains. Reaching 100% proper assignment remains the target, and this action continues to move in the right direction.

1.3 Teacher Professional Development- The effectiveness of this action is more nuanced in Year 2 due to the transition to the Attuned survey platform. While the prior survey instrument showed strong improvement, rising to 92% and 90% positive in Year 1, the new Attuned baseline reveals a significant split between Connect TK-8 (85% positive) and Connect HS (59% positive) on Leadership Efficacy questions. The TK-8 figure is just 5 points below the 90% target, while the Connect HS figure represents a more substantial gap requiring focused attention. All teachers continued to participate in reflective evaluation processes, and the range of PD offerings, including Roots Connected, PBLWorks, Marzano, and equity-focused training, reflects a comprehensive approach to professional learning. Closing the Connect HS satisfaction gap will be a priority heading into Year 3.

1.4 Teacher Preparation Time- This action continues to support effective collaborative planning and individualized student support at no direct cost to the budget. While the Fall 2025 & Spring 2026 GPA outcome remained above the 85% target, the overall academic performance data, including sustained intervention support at 100% and strong specialized plan compliance, suggests that the reduced student load and increased preparation time model continues to provide a meaningful foundation for instructional quality and student support. The GPA dip will be monitored closely through the spring semester.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 1's core goal, metrics, or target outcomes. The majority of actions continue to perform at or above target levels, and the existing framework remains well-suited to supporting student access to quality instruction, materials, and facilities. However, several areas of practice have informed adjustments and priorities heading into Year 3.

The transition to the Attuned survey platform represents the most significant shift in how professional learning satisfaction will be tracked going forward. The new baseline data, particularly the 59% positive rating for Connect HS, makes this a clear priority area for Year 3. Professional development planning will be informed by the more detailed feedback the Attuned platform provides, with intentional efforts to understand and address the factors driving lower satisfaction among high school staff. The TK-8 baseline of 85% is closer to the 90% target and will also be monitored for continued improvement.

While GPA targets are met, they are not increasing substantially. While maintenance just above target does not indicate a systemic failure, it reinforces the importance of maintaining robust MTSS structures, academic coaching supports, and early identification of students at risk of falling below a 2.0 GPA. Particular attention will be paid to Socioeconomically Disadvantaged students, whose GPA outcomes have consistently trailed their non-SED peers in both fall and spring semesters. Student-reported feelings of safety improved modestly from 89% to 90% in Year 2, suggesting that prior efforts to strengthen school culture and SEL supports are beginning to take effect. However, with the 95% target still not reached, this remains an area of continued focus. The Marzano professional development framework introduced in Year 2 will continue to be developed and deepened in Year 3, building on the shared instructional language and reflective teaching practices established in the prior year.

Teacher credentialing and assignment outcomes continue to improve incrementally, and the school will maintain its current induction and mentoring supports while continuing to work toward the 100% proper assignment target.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course materials & curriculum	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$417,200.00	No
1.2	Teacher recruitment and credentialing support	Coordination of Induction participation activities and mentors, teachers who have not cleared their credential are provided a Induction program in order to do so and Da Vinci covers partial costs. Provide teacher assistance in transferring credential information. Providing support to intern credential holders or those from out of state in obtaining proper credentials. Hiring appropriately credentialed teachers and properly assigning them to courses and learners that they are qualified to teach.	$17,500.00	No
1.3	Teacher professional development	Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills, including math and equity conferences. Teachers will vertically plan curriculum with their grade level and/or department teams to ensure Common Core Standards are being met. Connect will provide CCSS-aligned instruction using integrated ELD and SDAIE instructional strategies, and will provide PD to teachers for examining achievement data and regularly reviewing progress. Support features are leveraged to support with language acquisition of EL students, UDL strategies, appropriate modifications and accommodations for students with IEPs, and unduplicated student groups.	$281,810.00	Yes
1.4	Teacher preparation time	Teachers at Connect will be tasked with a lower total student load and be provided with more preparation time than a teacher in a traditional model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also		No

Action #	Title	Description	Total Funds	Contributing
		imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. Students will have access to before and access additional supports as needed to support their academic success.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Attendance at Student Led Conferences	The number of K-8 parents attending student led conferences in 2023-24 was 97.8%.	99.9% of Connect TK-8 parents and over 96% of high school parents attended Fall and Spring Student Led Conferences.	98.5% of Connect TK8 parents and 95% of high school parents attended Fall and Spring Student Led Conferences.	The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Maintained above 90% Target Outcome.
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 75% of families responded positively (Strongly Agree/Agree) that	Fall 2024 parent surveys show that 86% of families responded positively (Strongly	Fall 2025 parent surveys show that 87% of families responded positively (Strongly	At least 85% of families Agree or Strongly Agree that DV Connect involves parents in	Increase in parent satisfaction of 1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Connect involves parents in decision-making processes.	Agree/ Agree) that Connect involves parents in decision-making processes.	Agree/ Agree) that Connect involves parents in decision-making processes.	decision-making processes.	Maintained above the 85% target outcome.
2.3	Parent Participation in programs for unduplicated pupils	Fall 2023 parent survey responses to the question: ‘I feel welcome to participate at this school’ are 91% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 87% positive for those who report being socio-economically disadvantaged.	Fall 2024 parent survey responses to the question: ‘I feel welcome to participate at this school’ are 89% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 93% positive for those who report being socio-economically disadvantaged.	Fall 2025 parent survey responses to the question: ‘I feel welcome to participate at this school’ are 100% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 94% positive for those who report being socio-economically disadvantaged.	At least 85% of families who are socio-economically disadvantaged and/or whose primary language is other than English, Agree or Strongly Agree that they feel welcome to participate at DV Connect.	EL families: Increase of 11%. SED families: Increase of 1%. Both groups exceeded the 85% target outcome.
2.4	Average Daily Attendance (ADA)	2023-24 ADA for DV Connect 9-12 was 98.68% and for TK-8 it was 97.34%.	2024-25 ADA for DV Connect 9-12 was 94.91% and for TK-8 it was 97.94%.	2025-26 ADA for DV Connect 9-12 was 98.94% and for TK-8 it was 98.37%.	DV Connect ADA will remain above 95%.	9-12: Increase of 4.03%. TK-8: Increase of 0.43%. Maintained above the 95% target outcome.
2.5	CA Dashboard: Chronic Absenteeism	On the 2023 CA Dashboard, 9.7% of students were chronically absent, an increase of 5.9% from the previous year for an	On the 2024 CA Dashboard, 8.6% of students were chronically absent, a decline of 1% from the previous	On the 2025 CA Dashboard, 5.4% of students were chronically absent, a decline of 3.2% from the previous	DV Connect will maintain a Blue or Green rating for the Chronic Absenteeism	Decline in Chronic Absenteeism of 3.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange color rating overall.	year for a Green color rating overall.	year for a Green color rating overall.	indicator on the CA School Dashboard.	Maintained target outcome with Green rating.
2.6	CA Dashboard: Chronic Absenteeism (unduplicated subgroups)	On the 2023 CA Dashboard, 16.1% of SED students were Chronically Absent, a 6.1% increase from the previous year for a Red color rating. 14.3% of English Learners were Chronically Absent, an increase of 9.7% from the previous year, but a color status level was not reported due to fewer than 30 students enrolled.	On the 2024 CA Dashboard, 15.5% of SED students were Chronically Absent, a 0.7% decline from the previous year for a Yellow color rating. 5.6% of English Learners were Chronically Absent, a decline of 8.7% from the previous year, but a color status level was not reported due to fewer than 30 students enrolled.	On the 2025 CA Dashboard, 9.4% of SED students were Chronically Absent, a 6% decline from the previous year for a Green color rating. 18.8% of English Learners were Chronically Absent, an increase of 13.3% from the previous year, but a color status level was not reported due to fewer than 30 students enrolled.	DV Connect will maintain a Blue or Green rating for the Chronic Absenteeism indicator on the CA School Dashboard.	SED students: Decline of 6.1%, met target outcome with Green rating. EL students: Increase of 13.3% (no color rating).
2.7	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 0.9% of students were suspended at least once, an increase of 0.9% from the previous year for a Green color rating overall.	On the 2024 CA Dashboard, 0.4% of students were suspended at least once, a decline of 0.5% from the previous year for a Blue color rating overall.	On the 2025 CA Dashboard, 0.9% of students were suspended at least once, an increase of 0.5% from the previous year for a Green color rating overall.	DV Connect will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard.	Increase of 0.5% Maintained target outcome with Green rating.
2.8	CA Dashboard: Suspension Rate (unduplicated subgroups)	On the 2023 CA Dashboard, 1.6% of SED students were suspended at least once, an increase of 1.6% from the previous	On the 2024 CA Dashboard, 0.5% of SED students were suspended at least once, a decline of 1.1% for	On the 2025 CA Dashboard, 1.1% of SED students were suspended at least once, an increase of 0.6%	DV Connect will maintain a Blue or Green rating for both SED and EL student groups for the Suspension	SED students: Increase of 0.6%, Yellow rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year for a Yellow color rating. 3% of EL students were suspended at least once, an increase of 3% from the previous year for an Orange color rating.	a Blue color rating for SED students. 0% of English Learners were suspended at least once, a decline of 3% for a Blue color rating for EL students.	for a Yellow color rating for SED students. 0% of English Learners were suspended at least once, maintaining from 0% the previous year for EL students, but a color status level was not reported due to fewer than 30 students enrolled.	Rate indicator on the CA School Dashboard.	EL students: Maintained at 0% (no color rating).
2.9	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 83% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section questions.	On the Fall 2024 student survey, 91% of students chose 'Agree' or 'Strongly Agree' on the Diversity & Inclusion section questions.	On the Fall 2025 student survey, 92% of students chose 'Agree' or 'Strongly Agree' on the Diversity & Inclusion section questions.	More than 80% of respondents choose ‘Agree,' or ‘Strongly Agree’ on the 5 question Diversity & Inclusion section of the annual student survey.	Increased by 1%. Maintained above 80% target outcome.
2.10	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 79% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 85% of students chose 'Agree' or 'Strongly Agree' on the School Culture section of the survey.	On the Fall 2025 student survey, 83% of students chose 'Agree' or 'Strongly Agree' on the School Culture section of the survey.	More than 80% of respondents Agree or Strongly Agree on the 7 question School Community & Connectedness section of the annual student survey.	Decreased by 2%. Maintained above 80% target outcome.

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.

Overall implementation of Goal 2 in Year 2 continued with strong fidelity to planned actions, maintaining a student-centered, inclusive, and family-engaged school environment. Most metrics held steady or improved from Year 1, and several reached meaningful milestones. There were no substantive differences between planned and actual implementation. A standout success in Year 2 was the continued improvement in family engagement among unduplicated student groups. Families whose primary language is other than English reported feeling welcome to participate at 100% positive, an 11% increase from Year 1 and a significant reversal of the prior year's slight decline. SED family participation also remained strong at 94%. Parent input in decision-making held at 87%, exceeding the 85% target for the second consecutive year.

Chronic absenteeism continued its positive trend, declining from 8.6% to 5.4% overall and earning a Green Dashboard rating for the second year in a row. Most notably, SED student chronic absenteeism dropped by 6%, earning a Green rating, a dramatic improvement from the Red rating at baseline. This is a meaningful indicator that targeted attendance and engagement supports are reaching the students who need them most. A significant challenge in Year 2 is the increase in chronic absenteeism among English Learner students, which rose from 5.6% to 18.8%, an increase of 13.3 percentage points. While the small EL population prevents a formal color rating on the Dashboard, this sharp increase is a serious concern that warrants focused attention heading into Year 3.

Suspension rates remained low overall at 0.9%, maintaining a Green Dashboard rating. However, SED student suspension rates increased from 0.5% to 1.1%, resulting in a Yellow rating, a step back from the Blue rating achieved in Year 1. EL students maintained a 0% suspension rate, though the small population size prevents formal Dashboard reporting. Student survey results on Diversity & Inclusion continued to trend positively at 92%, well above the 80% target. School Culture & Connectedness held at 83%, above the 80% target, though a modest 2% dip from Year 1 is worth monitoring to ensure the positive gains made in prior years are sustained.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 2. Resources across all action areas, spanning parent and family engagement communications, advisory and SEL curriculum, counseling staffing, extracurricular activities, and assistant principal staffing, were deployed as planned and within the intended financial scope. Counseling staffing represents the largest personnel investment within Goal 2, with four counselors across the TK-8 and high school campuses fully staffed as budgeted through LCFF. Assistant principal staffing costs were split across goals as planned, with 50% allocated here and the remainder reflected in Goal 3. Extracurricular programming, including athletics, performing arts, and community-building activities, was funded across LCFF and Other State funds as budgeted, with personnel and non-personnel costs aligned to planned amounts. Advisory and SEL curriculum stipends for both the TK-8 and high school programs were allocated as planned. Parent and family engagement communications costs, including Constant Contact, School Messenger, Talking Points, and website maintenance, remained consistent with budgeted amounts. Overall, the planned percentages of improved services for unduplicated students were met or exceeded across most metrics, and no variances adversely affected the quality or availability of engagement, counseling, or student support services for any student group.

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

The actions implemented under Goal 2 have continued to demonstrate strong overall effectiveness in Year 2, with meaningful progress across most metrics and sustained positive outcomes in family engagement, school culture, and student well-being. Parent involvement remained strong, student survey results on diversity, inclusion, and community continued to exceed targets, and overall chronic absenteeism declined significantly. The most pressing concerns emerging from Year 2 are the sharp increase in EL student chronic absenteeism and the rise in SED student suspension rates, both of which warrant focused attention heading into Year 3.

2.1 Parent/Guardian Engagement & Communications-
This action has continued to demonstrate strong effectiveness. Parent input in decision-making held at 87%, above the 85% target, and families whose primary language is other than English reported feeling welcome to participate at 100%, a significant improvement from 89% in Year 1. SED family participation also remained strong at 94%. These results suggest that multilingual communication strategies and inclusive family engagement efforts are resonating with the families who are often hardest to reach. Student-Led Conference data for Year 2 is pending, but Year 1 outcomes of 99.9% for TK-8 and over 96% for high school families set a strong baseline to build from.

2.2 Advisory & SEL Curriculum- This action has continued to show effectiveness in supporting student connectedness and school culture. Diversity & Inclusion survey scores rose to 92% in Year 2, well above the 80% target, and School Culture & Connectedness held at 83%, maintaining above the 80% threshold despite a modest 2% dip from Year 1. The advisory and SEL curriculum continues to provide a meaningful foundation for student belonging and emotional well-being, and sustained investment in this programming is warranted heading into Year 3.

2.3 Counseling Staffing- This action has shown mixed effectiveness in Year 2. The continued decline in overall chronic absenteeism, from 8.6% to 5.4%, maintaining a Green Dashboard rating, reflects the positive impact of accessible counseling supports on student attendance and engagement. SED student chronic absenteeism also declined significantly by 6%, earning a Green rating after years of elevated concern. However, the sharp increase in EL student chronic absenteeism from 5.6% to 18.8% is a serious concern that suggests current supports have not been sufficient to address the attendance barriers facing this specific population. Strengthening counselor outreach and intervention strategies for EL students will be a critical focus heading into Year 3.

2.4 Extra-Curricular Activities- This action has continued to contribute positively to student morale, belonging, and school culture. The sustained high scores on both the Diversity & Inclusion and School Culture & Connectedness surveys reflect the cumulative impact of athletics, performing arts, and community-building programming. These investments remain an important component of Da Vinci Connect's approach to fostering a student-centered and inclusive environment across both the TK-8 and high school campuses.

2.5 Assistant Principal Staffing- This action has shown mixed results in Year 2. The overall suspension rate held at 0.9% with a Green Dashboard rating, and EL students maintained a 0% suspension rate, both positive indicators of a supportive school climate. However, SED student suspension rates increased from 0.5% to 1.1%, resulting in a Yellow Dashboard rating, a step back from the Blue rating earned in Year 1. This suggests that while assistant principal supports are broadly effective in maintaining positive school culture, additional attention to restorative and proactive behavioral supports for SED students specifically will be needed in Year 3. The assistant principals' continued role in MTSS implementation, family communication, and student relationship-building remains a valuable and essential component of Goal 2.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 2's core goal, metrics, or target outcomes. The overall framework continues to support strong outcomes across family engagement, school culture, and student well-being, and DV Connect will maintain the existing actions heading into Year 3. However, several specific areas of concern emerging from Year 2 data will shape priorities and areas of emphasis in the coming year. The most urgent concern identified through Year 2 reflection is the sharp increase in chronic absenteeism among English Learner students, which rose from 5.6% to 18.8%. While the small EL population prevents formal Dashboard reporting, this increase is significant and cannot be overlooked. Heading into Year 3, counseling staff, the assistant principals, and family engagement coordinators will work collaboratively to identify the specific barriers driving absenteeism for this group and implement more targeted, culturally responsive outreach and intervention strategies for EL families. Parent engagement efforts will continue to build on the 100% positive participation rate among LOTE families achieved in Year 2, with a focus on translating that sense of welcome into stronger attendance outcomes for EL students.

The increase in SED student suspension rates, from 0.5% to 1.1% and a resulting Yellow Dashboard rating, is a second area of focused attention for Year 3. While overall suspension rates remain low and the school maintained a Green rating, the regression for SED students signals a need to deepen restorative practices and proactive behavioral supports for this group. Assistant principals and counselors will continue to work collaboratively to ensure that SED students have consistent access to the individualized support and relationship-building that has driven positive outcomes in prior years. The modest dip in School Culture & Connectedness survey scores from 85% to 83%, while still above target, will also be monitored in Year 3 to ensure that the strong gains made in Year 1 are sustained and built upon through continued investment in advisory curriculum, SEL programming, and extracurricular activities. Overall, Goal 2 remains well-designed and effectively implemented, and Year 3 efforts will focus on closing the specific gaps identified for EL and SED students while maintaining the broad positive culture that DV Connect has worked to build.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/ guardian engagement & communications	Da Vinci Connect will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events and parent engagement opportunities that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	$39,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Advisory & SEL curriculum	Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.	$10,000.00	No
2.3	Counseling Staffing	Counselors, counseling interns, and social work interns will support students more effectively with a lower student to counselor ratio. DV Connect will continue to staff at a lower student to counselor ratio in comparison to schools in California. DV Connect ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and academic and behavioral support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.	$487,167.00	Yes
2.4	Extra-curricular activities	Students will have community dialogues that increase student morale. Extracurricular programs, athletics, Performing Arts and stipends or hourly wages for adults running programs will be offered.	$262,750.00	No
2.5	Assistant principal staffing	To ensure the academic success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues.	$315,307.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard: English Language Arts	On the 2023 CA School Dashboard, DV Connect students scored 27.8 points above standard in ELA, a decrease of 14.3	On the 2024 CA School Dashboard, DV Connect students scored 20.7 points above standard in ELA, a	On the 2025 CA School Dashboard, DV Connect students scored 29.4 points above standard in ELA,	DV Connect will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.	Increase of 8.7 points. Maintained Green rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points from the year before, for a Green overall dashboard rating.	decline of 7.2 points from the year before, for a Green overall dashboard rating.	an increase of 8.7 points from the year before, for a Green overall dashboard rating.		
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 School Dashboard, our 136 SED students at Connect scored 4.4 points below standard in English, maintaining with an increase of 1.7 points for a Yellow color rating. EL students scored 16.3 points below standard in English, an increase of 23.9 points from the previous year, but no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 School Dashboard, our 184 SED students at Connect scored 16.6 points below standard in English, a decline of 12.2 points for an Orange color rating. EL students scored 30.4 points below standard in English, a decline of 14.1 points from the previous year, but no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2025 School Dashboard, our 174 SED students at Connect scored 9.3 points below standard in English, an increase of 25.9 points for a Green color rating. EL students scored 32.3 points below standard in English, a decline of 1.9 points from the previous year, but no color rating for EL students was given because there were fewer than 30 students in the subgroup.	DV Connect will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.	SED students: Increase of 25.9 points, met target outcome with Green rating. EL students: Declined 1.9 points (no color rating).
3.3	NWEA MAP: Reading Achievement	Winter 2023-24 overall performance scores in Reading were Average, High Average, or High for 75% of Da Vinci Connect students.	Winter 2024-25 overall performance scores in Reading were Average, High Average, or High for 71% of Da Vinci Connect students.	Winter 2025-26 overall performance scores in Reading were Average, High Average, or High for 77% of Da Vinci Connect K-8 students.	80% of students overall will score Average, High Average, or High on the Reading NWEA MAP.	Increase of 6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	NWEA MAP: Reading Growth	Winter 2022-23 to Winter 2023-24 NWEA MAP observed growth in Reading met the Grade-Level Norms Projected Growth for all grade levels except 1st, 10th, and 11th grades.	Winter 2023-24 to Winter 2024-25 NWEA MAP observed growth in Reading met the Grade-Level Norms Projected Growth for all grade levels except 1st, 2nd, and 7th grades.	Winter 2024-25 to Winter 2025-26 NWEA MAP observed growth in Reading met the Grade-Level Norms Projected Growth for all grade levels except 1st, 3rd, 5th, 10th, and 12th grades.	All grade levels will meet Schoolwide Grade-Level Norm Projected Growth on the Reading NWEA MAP.	Declined by 3 grade levels not meting growth targets.
3.5	CA Dashboard: English Learner Progress Indicator (ELPI)	On the 2023 CA School Dashboard, 61.9% of Connect EL students made progress towards English Language Proficiency, an increase of 6.9%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, 47.1% of Connect EL students made progress towards English Language Proficiency, a decline of 14.8%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2025 CA School Dashboard, 53.3% of Connect EL students made progress towards English Language Proficiency, an increase of of 6.3%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	DV Connect will maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.	Increase of 6.3% (no color rating).

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.

During the 2025-26 school year, Da Vinci Connect continued to implement a comprehensive range of strategies to support student achievement in English Language Arts, with a particular focus on low-income and English Learner students. Core practices included use of the NWEA MAP assessment for progress monitoring, continued ELPAC administration for English Learners, and ongoing teacher and leader reflection on performance data to inform instructional adjustments throughout the year. Year 2 produced several meaningful successes across Goal 3 metrics. Most notably, overall CAASPP ELA performance improved by 8.7 points, reversing the downward trend seen in both prior years and maintaining a Green Dashboard rating. SED student ELA performance showed an even more significant rebound, improving by 25.9 points and moving from an Orange rating in Year 1 to a Green rating in Year 2, a substantial and encouraging turnaround that suggests targeted instructional and intervention strategies are having a meaningful impact for this group.

NWEA MAP Reading Achievement also showed strong improvement in Year 2, with 77% of students scoring Average, High Average, or High, a 6-point increase from Year 1. This improvement across both the CAASPP and MAP assessments provides converging evidence that ELA instructional practices and supports are gaining traction. Challenges in reading still remain, NWEA MAP Reading Growth results showed that three additional grade levels did not meet projected growth norms in Year 2, for a total of six grade levels not meeting projected growth, with 1st, 3rd, 5th, 10th, and 12th grades identified as areas needing continued focus. Another continuing challenge is the performance of English Learner students. EL CAASPP ELA scores declined a further 1.9 points to 32.3 points below standard, extending a downward trend across all three years. The small EL population continues to prevent formal Dashboard color reporting, but the persistent decline is a concern that warrants focused attention. The English Learner Progress Indicator showed a modest recovery, with 53.3% of EL students making progress toward English Language Proficiency, a 6.3-point increase from Year 1, though the school has not yet returned to baseline levels and no color rating is available due to subgroup size. There were no substantive differences between planned and actual implementation of Goal 3 actions.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 3. Resources across all action areas, spanning reading and ELA intervention and coaching support, college-level English and writing supports, ELA curriculum and programs, English Learner coordination, NWEA MAP testing, and MTSS data monitoring, were deployed as planned and within the intended financial scope. Academic coaching and paraprofessional personnel costs were split across LCFF and Title I funds as budgeted, and diagnostic and intervention software including BrainPop, Greenfield Learning/Lexia, and Fish Tank Learning were funded through Title I as planned. It is worth noting that Handwriting Without Tears was discontinued in Year 2 and is no longer reflected in expenditures, representing a minor planned reduction rather than an unbudgeted variance. College-level English and writing support costs continued to be calculated as a proportional allocation of high school teacher salaries through LCFF. EL Coordinator costs, which include proportional allocations of assistant principal salaries and a dedicated ELPAC lead stipend, were funded through LCFF as budgeted. NWEA MAP costs were split evenly between Goals 3 and 4 as planned, and MTSS data monitoring stipends were allocated as budgeted. Overall, the planned percentages of improved services for unduplicated students were met or exceeded across most metrics, and no variances adversely affected the quality or availability of ELA intervention, diagnostic, or support services for any student group.

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

The actions implemented under Goal 3 demonstrated strong overall effectiveness in Year 2, with meaningful improvements across multiple key metrics after a challenging Year 1. The rebound in both overall and SED CAASPP ELA performance, combined with the strongest NWEA MAP Reading Achievement result in three years, provides converging evidence that ELA instructional practices and intervention supports are gaining traction. The primary area of continued concern is EL student performance, which has not yet responded to current supports in a consistent or sustained way.

3.1 Reading & ELA Support & Intervention Programs- This action has shown improved effectiveness in Year 2. The 8.7-point increase in overall CAASPP ELA scores and the 6-point jump in NWEA MAP Reading Achievement, reaching 77% at or above Average, suggest that intervention and coaching supports are having a meaningful positive impact on the broader student population. The SED rebound of 25.9 points on the CAASPP is particularly encouraging and reflects the value of intentional prioritization of unduplicated students in intervention opportunities. EL students, however, continued to decline slightly in ELA CAASPP performance, indicating that current intervention strategies have not yet been sufficiently effective for this subgroup and that more targeted approaches are needed heading into Year 3.

3.2 College Level English & Writing Supports- This action has continued to demonstrate effectiveness in supporting high school students in accessing and succeeding in college-level coursework. The improvement in overall CAASPP ELA performance and the sustained Green Dashboard rating suggest that the College Support class and proportional teacher salary investment in ELA support are contributing positively to student outcomes. SED students in particular showed dramatic improvement in Year 2, which may reflect the impact of more intentional prioritization of unduplicated students in college-level support structures. Continued monitoring of how this action specifically impacts EL and SED student college readiness outcomes will be important in Year 3.

3.3 English Language Arts Curriculum & Programs- This action has continued to provide a consistent and coherent instructional foundation for ELA learning across grade levels. The combination of Fish Tank Learning + UFLI, Imagine Learning/Subject.com, and supplemental ELA novels ensures that students have access to aligned, grade-level materials. The discontinuation of Handwriting Without Tears reflects an intentional refinement of the curriculum toolkit based on program review. The improved CAASPP and MAP outcomes in Year 2 suggest that curriculum alignment efforts are contributing to stronger student performance, and continued monitoring of instructional materials alignment will remain important.

3.4 English Learner Supports & Coordinator- This action has shown partial effectiveness in Year 2. The ELPI improved modestly, with 53.3% of EL students making progress toward English Language Proficiency, a 6.3-point recovery from Year 1, suggesting that EL coordination and ELD supports are having some positive impact. However, EL CAASPP ELA scores declined a further 1.9 points, continuing a downward trend across all three years. The sharp increase in EL chronic absenteeism noted in Goal 2 may be a contributing factor to these persistent academic challenges. The EL Coordinator role and ELPAC lead stipend remain critical infrastructure investments, but the data suggest that more intensive, differentiated, and attendance-focused supports for EL students are needed to reverse the academic performance trend heading into Year 3.

3.5 NWEA MAP Reading Tests- This action has demonstrated strong effectiveness in Year 2. The dramatic improvement in NWEA MAP Reading Achievement, from 71% to 77% scoring Average or above, reflects both improved student performance and the value of using MAP data to guide instructional decisions throughout the year. The MAP continues to serve as a timely and actionable complement to annual CAASPP data, allowing teachers to identify and respond to student needs in real time. Six grade levels still did not meet projected growth norms in Year 2, an increase from prior years, and continued focus on using MAP growth data to target specific grade-level instructional needs will be important heading into Year 3.

3.6 MTSS Supports & Data Monitoring- This action has continued to provide an essential data infrastructure for identifying and supporting students in need of academic intervention. The improvements seen across CAASPP and MAP achievement metrics in Year 2 reflect, in part, the value of strong data collection, analysis, and MTSS coordination in ensuring that high-needs students receive timely and appropriate

supports. Continued investment in MTSS data monitoring and the collaborative structures that connect data to intervention will remain a priority, particularly as the school works to address persistent gaps for EL students and early-grade reading growth.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 3's core goal, metrics, or target outcomes. The strong improvement in overall and SED CAASPP ELA performance, combined with the best NWEA MAP Reading Achievement result in three years, affirms that the current framework and actions are moving in the right direction. DV Connect will maintain the existing action structure heading into Year 3, with several areas of continued emphasis informed by Year 2 data. The most pressing concern emerging from Year 2 is the continued decline in EL student CAASPP ELA performance, which has trended downward across all three years despite the EL Coordinator role and ELD supports being in place. Heading into Year 3, DV Connect will examine whether current EL supports are sufficiently intensive and differentiated to meet the language acquisition and academic needs of this population. The sharp increase in EL chronic absenteeism identified in Goal 2 is likely a contributing factor to academic outcomes, and efforts to improve EL student attendance and engagement will be pursued in coordination with the EL Coordinator, counseling staff, and family engagement strategies. Strengthening teacher professional development in integrated ELD strategies and differentiated instruction for EL students will also remain a priority. The IAB and FIAB interim assessments introduced in Year 2 as a complement to NWEA MAP data will continue to be integrated across grade levels in Year 3, providing more frequent and CAASPP-aligned data points to inform instructional adjustments. The strong MAP and CAASPP results in Year 2 suggest that data-informed instructional practices are taking hold, and deepening collaborative data inquiry, particularly around the three grade levels that did not meet MAP Reading growth projections in Year 2, will be an important focus. The Marzano professional development framework will continue to be developed and deepened in Year 3, building on the shared instructional language and reflective practices established in prior years. This is particularly relevant for ELA instruction, where consistent implementation of high-impact teaching strategies across classrooms benefits all students and is especially important for SED and EL learners. The dramatic SED rebound in Year 2 is an encouraging sign that these investments are bearing fruit, and sustaining that momentum will require continued attention to instructional quality and targeted support for this group.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Reading & ELA support &	Students in need of English interventions will have access to intervention and support courses. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes.	$108,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
	intervention programs	Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.		
3.2	College level English & writing supports	All students needing additional support to accomplish college coursework receive targeted instruction from a credentialed teacher in a class called "College Support." Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$72,755.00	Yes
3.3	English Language Arts curriculum & programs	Da Vinci Connect students will be provided with the appropriate English Language Arts curriculum and course materials necessary to ensure growth and success in ELA. Connect will review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	$15,322.00	No
3.4	English Learner Supports & Coordinator	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development seminars for EL students working to make progress in proficiency will also be funded.	$10,673.00	Yes
3.5	NWEA MAP reading tests	To ensure success and growth for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, students will be offered the opportunity to take the NWEA MAP in grades TK-12 to ensure growth towards proficiency and college readiness. Teachers analyze student data from NWEA MAP tests and mastery based grading to implement proper interventions as well as measure student growth. Connect will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff.	$5,620.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	MTSS Supports & Data Monitoring Costs	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Da Vinci Schools Data & Accountability staff work to support data collection, analysis, and structures to help ensure that high needs students have the interventions and resources that they need to be successful.	$20,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard: Mathematics Indicator	On the 2023 CA School Dashboard, DV Connect students scored 20.2 points below standard in Math, a decrease of 27.9 points from the year before, for a Yellow	On the 2024 CA School Dashboard, DV Connect students scored 31.8 points below standard in Math, a decline of 11.6 points from the	On the 2025 CA School Dashboard, DV Connect students scored 24.4 points below standard in Math, an increase of 7.3 points from the	DV Connect will maintain a Blue or Green rating in Mathematics on the CA School Dashboard.	Increase of 7.3 points to meet target outcome Green rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	year before, for an Orange overall dashboard rating.	year before, for a Green overall dashboard rating.		
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 School Dashboard, our 136 SED students at Connect scored 81.5 points below standard in math, a decrease of 29.4 points for an Orange color rating. EL students scored 60.7 points below standard in Math, an increase of 28.4 points from the previous year, but no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, our 186 SED students at DV Connect scored 76.8 points below standard in Math, an increase of 4.7 points from the year before for a Yellow overall dashboard rating. English Learners scored 90 points below standard, a decline of 29.2 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	On the 2025 CA School Dashboard, our 173 SED students at DV Connect scored 61.3 points below standard in Math, an increase of 15.5 points from the year before for a Yellow overall dashboard rating. English Learners scored 74.5 points below standard, an increase of 15.5 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	DV Connect will annually improve CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED students: increase of 15.5 points, maintained Yellow color rating. EL students: increase of 15.5 points (no color rating).
4.3	NWEA MAP: Math Achievement	Winter 2023-24 overall performance scores in Mathematics were Average, High Average, or High for 64% of Da Vinci Connect students.	Winter 2024-25 overall performance scores in Mathematics were Average, High Average, or High for 60% of Da Vinci Connect students.	Winter 2025-26 overall performance scores in Math were Average, High Average, or High for 69% of Da Vinci Connect TK-8 students.	80% of students overall will score Average, High Average, or High on the Mathematics NWEA MAP.	Increase of 9%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	NWEA MAP: Math Growth	Winter 2022-23 to Winter 2023-24 NWEA MAP observed growth in Mathematics met the Grade-Level Norms Projected Growth for all grade levels except 1st, 2nd, 11th, and 12th grades.	Winter 2023-24 to Winter 2024-25 NWEA MAP observed growth in Mathematics met the Grade-Level Norms Projected Growth for all grade levels except 1st, 2nd, 4th, 7th, 10th, and 12th grades.	Winter 2024-25 to Winter 2025-26 NWEA MAP observed growth in Math met the Grade-Level Norms Projected Growth for all grade levels except 3rd,10th and 12th grades.	All grade levels will meet Schoolwide Grade-Level Norm Projected Growth on the Mathematics NWEA MAP.	Improved with three additional grade levels meeting projected growth.

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.

During the 2025-26 school year, Da Vinci Connect continued to implement a comprehensive range of strategies to support student achievement in Mathematics, and Year 2 produced significant and broad-based improvement across nearly all Goal 4 metrics. There were no substantive differences between planned and actual implementation of Goal 4 actions. The most notable success of Year 2 was the recovery of the overall CAASPP Math Dashboard rating from Orange to Green, an improvement of 7.3 points, representing a meaningful turnaround after two consecutive years of decline. This is a significant milestone, as it marks the first time in the goal period that DV Connect has met its target of a Blue or Green Math Dashboard rating on the current LCAP cycle. Both SED and EL students also showed improvement of 15.5 points each on the CAASPP Math indicator, with SED students maintaining a Yellow rating and EL students showing their first positive movement after a sharp decline in Year 1. While both subgroups remain well below standard and below the Green target, the direction of change is encouraging. NWEA MAP Math Achievement also showed strong improvement in Year 2, rising from 60% to 69% of students scoring Average or above, a 9-point increase. While this metric has not yet reached the 80% target, the gain represents the largest single-year improvement recorded across the goal period. MAP Math Growth results similarly showed meaningful progress, with only three grade levels failing to meet projected growth norms in Year 2, compared to six in Year 1. The grade levels of most persistent concern, 3rd, 10th, and 12th, continue to require targeted attention heading into Year 3. Overall, Year 2 represents a significant positive shift in Math outcomes across multiple measures, suggesting that instructional strategies, intervention supports, and assessment-driven practices put in place in prior years are beginning to produce results at scale.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 4. Resources across all action areas, spanning mathematics intervention and coaching support, math curriculum and programs, NWEA MAP testing, and MTSS data monitoring, were deployed as planned and within the intended financial scope. Academic coaching and paraprofessional personnel costs were split across LCFF and Title I funds as budgeted, and the proportional allocation of teacher salary for the dedicated high school math period was funded through LCFF as planned. Math curriculum investments including Art of Problem Solving, CPM Online, and Zearn were funded through Title I as budgeted, providing continued access to diagnostic and skill-building tools across the TK-8 program. NWEA MAP costs continued to be split evenly between Goals 3 and 4 as planned, and MTSS data monitoring stipends were allocated as budgeted. Overall, the strong improvement in Math outcomes across CAASPP, MAP Achievement, and MAP Growth metrics in Year 2 suggests that resources were deployed effectively, and the planned percentages of improved services for unduplicated students were met or exceeded. No variances adversely affected the quality or availability of math intervention, diagnostic, or support services for any student group.

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

The actions implemented under Goal 4 demonstrated strong overall effectiveness in Year 2, producing the most significant and broad-based improvement in Math outcomes recorded across the goal period. The recovery of the overall CAASPP Math Dashboard rating from Orange to Green, combined with meaningful gains for both SED and EL students and a dramatic improvement in NWEA MAP Math Achievement, represents a meaningful validation of the intervention, curriculum, and data monitoring strategies that have been built and refined over the prior two years. While important gaps remain, particularly for SED and EL students who continue to score well below standard, the direction of change across nearly every metric is strongly positive.

4.1 Mathematics Support & Intervention Programs- This action has demonstrated strong effectiveness in Year 2. The 7.3-point improvement in overall CAASPP Math scores, combined with 15.5-point gains for both SED and EL students, reflects the positive impact of academic coaching, intervention course access, and the dedicated high school math period on student outcomes. The 9-point jump in NWEA MAP Math Achievement further affirms that intervention and coaching supports are reaching students in meaningful ways. Unduplicated students remain well below standard in absolute terms, but the magnitude of improvement in Year 2, particularly for EL students, who had experienced a sharp 29.2-point decline in Year 1, suggests that the intentional prioritization of these students in intervention opportunities is beginning to produce results. Sustaining and deepening this focus heading into Year 3 will be essential to maintaining momentum.

4.2 Math Curriculum & Programs- This action has shown improved effectiveness in Year 2. The combination of Art of Problem Solving, CPM Online, and Zearn provides a coherent and multi-faceted curriculum framework that supports both conceptual understanding and skill development across grade levels. The strong improvement in MAP Math Achievement and the reduction in the number of grade levels not meeting growth projections, from six in Year 1 to three in Year 2, suggest that curriculum alignment and instructional consistency are contributing to stronger student outcomes. Continued monitoring of how specific curriculum tools are being used and their impact on unduplicated student performance will remain important heading into Year 3.

4.3 NWEA MAP Mathematics Tests- This action has demonstrated strong effectiveness in Year 2. The dramatic improvement in MAP Math Achievement, from 60% to 69% scoring Average or above, and the reduction in grade levels not meeting projected growth norms reflect both improved student performance and the value of using MAP data to guide timely instructional decisions. The MAP continues to provide actionable, real-time insights that complement annual CAASPP data and allow teachers and coaches to identify and respond to student needs throughout the year. Three grade levels, 3rd, 10th, and 12th, continue to require focused attention, and deepening the use of MAP growth data to target specific grade-level instructional needs will remain a priority in Year 3.

4.4 MTSS Supports & Data Monitoring- This action has continued to demonstrate effectiveness as a foundational infrastructure for identifying and supporting students in need of math intervention. The broad-based improvement across CAASPP and MAP metrics in Year 2 reflects, in part, the value of strong data collection, analysis, and MTSS coordination in ensuring that high-needs students receive timely and appropriate supports. Data and Accountability staff continued to support data review cycles and intervention tracking throughout the year, enabling more responsive and strategic identification of student need. As MTSS systems become more deeply embedded in practice, continued investment in this infrastructure will be important for sustaining the gains achieved in Year 2 and addressing the persistent gaps that remain for unduplicated student groups.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 4's core goal, metrics, or target outcomes. The broad-based improvement across CAASPP, MAP Achievement, and MAP Growth metrics in Year 2 affirms that the current framework and actions are working, and DV Connect will maintain the existing action structure heading into Year 3. The focus for Year 3 will be on sustaining and deepening the gains achieved in Year 2 while addressing the areas where progress remains incomplete. The recovery of the overall CAASPP Math Dashboard rating to Green is an important milestone, but with students still scoring 24.4 points below standard, there is significant room for continued improvement. Heading into Year 3, DVS Connect will maintain the instructional and intervention investments that drove the Year 2 rebound, with particular attention to ensuring that the positive momentum is sustained across all grade levels and student groups rather than concentrated in specific areas.

SED and EL students both showed meaningful improvement of 15.5 points each in Year 2, which is encouraging. However, SED students remain 61.3 points below standard and EL students 74.5 points below standard, underscoring that closing these achievement gaps will require sustained, intensive, and targeted effort well beyond Year 3. Intervention and coaching supports will continue to intentionally prioritize unduplicated students, with data review cycles used to ensure that the most at-risk students are receiving appropriately intensive supports throughout the year. NWEA MAP Math Growth results improved significantly in Year 2, with only three grade levels failing to meet projected growth norms compared to six in Year 1. However, 3rd, 10th and 12th grades have now appeared as persistent growth challenges across multiple years, and heading into Year 3 DV Connect will examine whether specific instructional, staffing, or curriculum adjustments are needed at these grade levels to break the pattern. The IAB and FIAB interim assessments introduced in prior years will continue to be integrated to provide more frequent CAASPP-aligned data points, and the Marzano professional development framework will continue to be developed and applied to strengthen instructional consistency and effectiveness across math classrooms. These combined efforts aim to push MAP Math Achievement toward the 80% target and further reduce the number of grade levels not meeting projected growth norms 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
4.1	Mathematics support & intervention programs	Students in need of Mathematics interventions will have access to intervention and support courses. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$109,126.00	Yes
4.2	Math curriculum & programs	Da Vinci Connect students will be provided with the appropriate mathematics curriculum and course materials necessary to ensure growth and success in math. Connect will implement math curriculum with embedded usage tracking, support, and re-teaching when needed, as well as review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	$24,549.00	No
4.3	NWEA MAP mathematics tests	To ensure success and growth for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, students will be offered the opportunity to take the NWEA MAP in grades TK-12 to ensure growth towards proficiency and college readiness. Teachers analyze student data from NWEA MAP tests and mastery based grading to implement proper interventions as well as measure student growth. Connect will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff.	$5,620.00	No
4.4	MTSS Supports & Data Monitoring Costs	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Da Vinci Schools Data & Accountability staff work to support data collection, analysis, and structures to help ensure that high needs students have the interventions and resources that they need to be successful.	$20,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The state of California has only begun to establish standardized definitions of “student success” or “college and career readiness.” As such, the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. At Da Vinci Connect, these metrics are only the beginning of the definition. Stakeholder feedback has noted that, while necessary, these measures simply are not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets young people will need to be successful in college, career, and civic life. Students must also be able to demonstrate 21st century skills (critical thinking & problem solving, communication, initiative, leadership, use of academic language, use of technology), social-emotional skills & habits of mind (accountability, connection, collaboration, evidence, integrity, quality), career and real-world learning opportunities, civic engagement, and more in order to be truly ready for life beyond high school. College course completion in high school is also a critical component of our model, and it is our goal that all students leave high school with college credits earned at no cost to students or their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard: 4-Year Cohort Grad Rate	Da Vinci Connect allows students the option to postpone earning their diploma and enroll in Rivet, an early college program. 5 students from the class	Da Vinci Connect allows students the option to postpone earning their diploma and enroll in Rivet, an early college program.	Da Vinci Connect allows students the option to postpone earning their diploma and enroll in LifeLaunch, an early college &	Cohort graduation rate (including Rivet students) will be Very High by state standards (at least 95%).	Decline in official rate of 1.3%, decline in actual rate of 5.1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of 2023 (11.9% of 2023 cohort students) elected to enroll in DVX. If our college enrolled students are added to our official 85.71% graduation rate, it provides us with a corrected 4-year cohort graduation rate of 97.61%. All Rivet students from this cohort are enrolled in college courses for the 23-24 year.	10 students from the class of 2024 (14.3% of 2024 cohort students) elected to enroll in Rivet. If our college enrolled students are added to our official 84.3% graduation rate, it provides us with a corrected 5-year cohort graduation rate of 98.8%. All Rivet students from this cohort are enrolled in college courses for the 24-25 year.	career program. 20 students from the class of 2025 (15.6% of 2025 cohort students) elected to enroll in Rivet. If our college enrolled students are added to our official 78.1% graduation rate, it provides us with a corrected 5-year cohort graduation rate of 93.7%. All Rivet students from this cohort are enrolled in college or career certification courses for the 25-26 year.		
5.2	4-Year Cohort Dropout Rate	The 4-year cohort dropout rate for the class of 2023 was 0% (0 students).	The 4-year cohort dropout rate for the class of 2024 was 0.2% (1 student).	The 4-year cohort dropout rate for the class of 2025 was 5% (6 students).	The dropout rate will remain less than 2%.	Increase of 4.8% (5 dropouts).
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 66.7% of Connect graduates were rated by the state as Prepared, for a High dashboard rating. No CCI ratings were reported on the 2022 dashboard, so change and color ratings for this	On the 2024 CA School Dashboard, 70% of DV Connect graduates were rated by the state as Prepared, an increase of 3.3% from the year before, for a Blue	On the 2025 CA School Dashboard, 70.2% of DV Connect graduates were rated by the state as Prepared, an increase of 0.2% from the year before, for a Blue	DV Connect will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Increase of 0.2%. Maintained target outcome with Blue rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		metric will not be reported until the 2024 dashboard.	overall dashboard rating.	overall dashboard rating.		
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 60% of Connect SED graduates were rated as prepared on the College & Career indicator, which would normally be a High status rating, though no Performance Level was officially reported because there were fewer than 30 students in the group. Connect had no EL graduates in 2023, so no CCI status was reported on the 2023 dashboard for this group. No CCI ratings were reported on the 2022 dashboard, so change and color ratings for this metric will not be reported until the 2024 dashboard.	On the 2024 CA School Dashboard, 73.5% of DV Connect SED graduates were rated as prepared on the College & Career indicator, an increase of 13.5% from the previous year, though no color rating was awarded. No data or color rating for EL students was awarded by the state due to an EL population fewer than 11 students.	On the 2025 CA School Dashboard, 65.4% of DV Connect SED graduates were rated as prepared on the College & Career indicator, a decline of 8.1% for a Yellow color rating for SED students. No data or color rating for EL students was awarded by the state due to an EL population fewer than 11 students.	DV Connect will maintain a Blue or Green rating for unduplicated student groups on the College & Career indicator on the CA School Dashboard.	SED students: decline of 8.1%, Yellow color rating. EL: not reported due to low enrollment numbers.
5.5	College Course Completion	72% of the class of 2023 completed a college course prior to graduation. (26/36 graduates)	77% of the class of 2024 completed a college course prior to graduation. (50/65 graduates)	94% of the class of 2025 completed a college course prior to graduation. (105/112 graduates)	100% of DV Connect students will earn college credit for at least one course prior to graduation.	Increase in number of students completing one college course of 17%.
5.6	Broad course of study: A-G eligibility rate	72% of the class of 2023 completed the courses required for A-	78.6% of the class of 2024 4 and 5 year graduates	71.1% of the class of 2025 4 and 5 year graduates	DV Connect will maintain A-G	Decrease in A-G eligible graduates of 7.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		G eligibility. (26/36 graduates)	completed the courses required for A-G eligibility. (55/70 graduates)	completed the courses required for A-G eligibility. (91/128 graduates)	course eligibility rates above 90%.	
5.7	Broad course of study:K-8	100% of K-8 students receive instruction in math, language arts, and project based social studies and science.	100% of K-8 students receive instruction in math, language arts, and project based social studies and science.	100% of K-8 students receive instruction in math, language arts, and project based social studies and science.	100% of K-8 students receive instruction in math, language arts, and project based social studies and science.	Maintained access at 100%.

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.

During the 2025-26 school year, Da Vinci Connect continued to implement a comprehensive range of actions to prepare students for postsecondary success, with several notable successes alongside some significant challenges that warrant focused attention heading into Year 3. A standout success in Year 2 was the dramatic increase in college course completion prior to graduation, which rose from 77% to 94%, a 17-point increase and the strongest result recorded across the goal period. This reflects the continued effectiveness of Connect's early college model and the school's commitment to ensuring that students graduate with meaningful college-level experience. The College and Career Readiness Indicator also held steady at 70.2% Prepared, maintaining a Blue Dashboard rating for the second consecutive year. K-8 students continued to receive 100% access to instruction across all core content areas.

However, Year 2 also produced several serious challenges that represent a meaningful shift from prior year trends. The corrected graduation rate, which includes students enrolled in the LifeLaunch early college and career program, declined from 98.8% to 93.7%, falling below the 95% target for the first time. This decline was driven in part by a significant increase in the dropout rate, which rose from 0.2% to 5%, representing six students, a sharp departure from the near-zero dropout rates maintained in prior years. These figures require careful and urgent attention heading into Year 3. A-G eligibility also declined from 78.6% to 71.1%, moving further below the 90% target and representing a continued area of concern for the school's ability to ensure broad college preparatory course access for all graduates. SED student CCI outcomes also declined from 73.5% to 65.4%, earning a Yellow Dashboard rating, a step back from the progress made in Year 1.

One area of context worth noting is the continued growth of the LifeLaunch program, with 20 students, 15.6% of the 2025 cohort, electing to enroll, the highest participation rate recorded across the three years. While this reflects genuine student interest in the early college and career pathway, the larger number of students on extended timelines continues to create a gap between official Dashboard graduation metrics and the school's actual postsecondary preparation outcomes.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 5. Resources across all action areas, spanning credit recovery and summer school, college courses and counseling, and career exploration, were deployed as planned and within the intended financial scope. Credit recovery personnel costs were funded through LCFF as budgeted, with Imagine Learning/Edgenuity costs split between Goals 3 and 5 as planned. College counseling staffing represents the largest personnel investment within Goal 5, with costs split across LCFF and Other State funds including CTEIG, and expenditures are expected to align closely with budgeted amounts. Career exploration represents the most complex expenditure area within Goal 5, with personnel and non-personnel costs distributed across LCFF and Other State funds including CTEIG, covering real-world learning coordination, CTE staffing, Naviance, field trips, equipment, and the Embry Riddle program. These expenditures were deployed as planned and within the intended financial scope. It is worth noting that while expenditures aligned with planned budgets, the outcomes in Year 2 present a more mixed picture than in prior years, particularly regarding graduation rates, dropout rates, A-G eligibility, and SED student CCI outcomes. These challenges do not reflect funding variances but rather signal a need to examine how existing resources are being deployed and whether current action designs are sufficiently targeted to prevent dropout and support all students in meeting graduation and college readiness benchmarks heading into Year 3.

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

The actions implemented under Goal 5 showed mixed effectiveness in Year 2, with a significant success in college course completion alongside serious concerns in graduation, dropout, and A-G eligibility outcomes that require urgent attention heading into Year 3. The dramatic increase in college course completion prior to graduation, from 77% to 94%, and the sustained Blue CCI rating reflect the continued strength of Connect's early college model. However, the increase in the dropout rate from 0.2% to 5%, the decline in the corrected graduation rate from 98.8% to 93.7%, the decline in A-G eligibility from 78.6% to 71.1%, and the decline in SED CCI outcomes from 73.5% to 65.4% represent a cluster of concerning trends that cut across all three actions in this goal.

5.1 Credit Recovery / Summer School- This action has shown reduced effectiveness in Year 2. The dropout rate increased significantly from 0.2% to 5%, with six students identified as dropouts from the class of 2025, a sharp departure from the near-zero dropout rates maintained in prior years. The corrected graduation rate also declined from 98.8% to 93.7%, falling below the 95% target for the first time. These outcomes suggest that current credit recovery and intervention supports have not been sufficient to keep all at-risk students on track toward graduation, and that earlier and more intensive identification and intervention is needed. The continued availability of Imagine Learning/Edgenuity as a flexible credit recovery platform provides an important tool, but the Year 2 data indicates that the deployment of this and other recovery supports needs to be more proactive and targeted heading into Year 3. Unduplicated students in particular will need heightened monitoring and prioritization for recovery opportunities to ensure no student falls through the cracks.

5.2 College Courses & Counseling- This action has continued to demonstrate effectiveness in supporting college access and readiness for the broader student population. The CCI held steady at 70.2% Prepared with a Blue Dashboard rating, and college course completion prior to graduation rose dramatically to 94%, reflecting the strong impact of dual enrollment access and counselor-supported course navigation. However, SED student CCI outcomes declined from 73.5% to 65.4%, earning a Yellow Dashboard rating and signaling that current counseling and college readiness supports are not yet consistently translating into equitable outcomes for this group. Strengthening targeted outreach, advising, and academic support for SED students in college-level coursework will be a priority heading into Year 3. The growth of the LifeLaunch program, with 20 students electing this pathway in Year 2, also underscores the importance of sustained counseling support for students on extended graduation timelines.

5.3 Career Exploration- This action has continued to provide meaningful real-world learning experiences that connect students to career and college pathways beyond traditional academic routes. CTE pathways, internships, mentorships, and Naviance continue to support student engagement and informed postsecondary decision-making, particularly for unduplicated students who may have limited access to career-connected learning outside of school. While specific CTE pathway completion rates have not yet materialized in Year 2, the infrastructure and personnel investments in this action, including real-world learning coordination, CTE staffing, and the Embry Riddle program, reflect a sustained commitment to bridging equity gaps in college and career readiness. The A-G eligibility decline to 71.1% is a concern that intersects with this action, as ensuring students complete the coursework required for broad college eligibility remains a foundational component of career and college readiness at Connect.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 5's core goal, metrics, or target outcomes. However, the cluster of concerning outcomes that emerged in Year 2, including the increase in dropout rate, the decline in corrected graduation rate below the 95% target, the continued gap in A-G eligibility, and the decline in SED CCI outcomes, collectively represent the most significant area of concern across all of Connect's LCAP goals, and will drive a heightened sense of urgency and focused action heading into Year 3.

The sharp increase in the dropout rate from 0.2% to 5% is the most pressing issue identified through Year 2 reflections. Heading into Year 3, DV Connect will focus on earlier and more proactive identification of students at risk of disengaging from their graduation pathway, with counselors, academic coaches, and the assistant principals working collaboratively to ensure that students showing early warning signs, including attendance concerns, credit deficits, and declining GPA, are identified and supported before they reach a point of dropout. Credit recovery supports will be deployed more proactively and with greater intentionality for unduplicated students, who are most at risk of falling behind due to systemic barriers outside of school. The continued decline in A-G eligibility, now at 71.1%, well below the 90% target, reflects a persistent structural challenge for a school where students are pursuing individualized, non-traditional graduation pathways. Heading into Year 3, DV Connect will examine how college counseling, course planning, and academic advising can be strengthened to ensure that more students are completing A-G requirements alongside their dual enrollment coursework. Earlier and more explicit communication with students and families about A-G requirements and their importance for broad college eligibility will be a key strategy. The decline in SED student CCI outcomes to 65.4% and a Yellow Dashboard rating signals that the gains made in Year 1 were not sustained, and that more consistent, targeted support for SED students in college-level coursework and postsecondary planning is needed. College counseling supports will be intentionally focused on this group heading into Year 3, with disaggregated data used to monitor SED student progress toward CCI Prepared status throughout the year rather than only at the point of graduation.

The dramatic increase in college course completion to 94% is an encouraging sign of the continued strength of Connect's early college model, and this momentum will be maintained and built upon heading into Year 3 as the school works toward the 100% target. The LifeLaunch program continues to grow, and ensuring that students on extended graduation timelines receive the counseling, credit monitoring, and academic support they need to successfully complete their pathways will remain a central focus of Goal 5 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
5.1	Credit recovery/ Summer School	DV Connect will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Summer school courses will be made available in core content area courses as determined by student needs. Unduplicated students will be targeted for interventions and given priority on recovery opportunities.	$34,880.00	Yes
5.2	College courses & counseling	College courses will be offered to as many students as possible, and priority and focus will be given to unduplicated students who traditionally have lower college going and college success rates than their peers. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$263,269.00	Yes
5.3	Career exploration	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. Naviance is a college and career program that further connects student strengths and interests directly to career exploration tools that are in turn connected to college majors and specific colleges strong in those areas. Students are able to research, track, and save careers and colleges that interest them, as well as their college applications and scholarships. CTE Pathways give students the opportunity for applied learning and the experiences that they need to be prepared to engage in careers beyond high school and college.	$374,493.00	No

Action #	Title	Description	Total Funds	Contributing

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
$970,401.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.306%	0.000%	$0.00	8.306%

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:** 89% of 9-12 students achieved a 2.0 or above unweighted GPA in Fall 2025, and 87% of 9-12 students earned a 2.0 or above in Spring 2026. Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED	As a single-site charter school, Da Vinci Connect serves all students within the same school and local educational agency, creating a unique opportunity to implement professional development that benefits the entire educational community while intentionally addressing the needs of unduplicated student groups. Although all educators participate in ongoing professional learning, training can be strategically designed to strengthen instructional practices that support English Learners (EL) and Socioeconomically	We will continue to monitor academic progress and access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, with 87% of SED students earning a 2.0 GPA in Fall, while 91% of non-SED students earned a 2.0 or above. Similarly in Spring, only 84% of SED students had over a 2.0, while 89% of non-SED students did. The results for English Learner (EL) and Redesignated English Proficient (RFEP) students as compared to their English Only (EO) and Initial English Proficient (IFEP) counterparts were more promising. 83% of EL/RFEP students earned a 2.0 or above GPA in Fall 2025, while 88% of EO/IFEP students earned a 2.0. The gap narrowed in Spring 2026 with 87% of EL/RFEP students earning a 2.0 and 89% of EO/IFEP students coming in only slightly higher than their EL/RFEP counterparts. Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores in grades 3-8 and 11 than the All Students results, demonstrating learning gaps in English. in 2025, SED students increased 25.9 points to 9.3 points above standard, but still scored lower than All Students at 29.4 points above standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students, and fewer gains were made. in 2025, EL students maintained their scores with only a 1.3 point increase, scoring 32.3 points below standard in ELA (All Students: 29.4 above standard).	Disadvantaged (SED) students. Areas of focus such as Universal Design for Learning (UDL), instructional scaffolding, sheltered instruction, culturally responsive teaching, and trauma-informed practices provide educators with effective tools to meet the diverse needs of learners across all grade levels and content areas. A schoolwide approach to professional development promotes consistency, coherence, and equitable access to high-quality instruction in every classroom. By embedding evidence-based strategies throughout the instructional program, educators are better prepared to create inclusive, language-rich learning environments that support student engagement and academic success. Research demonstrates that sustained, schoolwide professional learning grounded in the needs of the most vulnerable students improves teacher effectiveness and contributes to stronger academic outcomes for targeted student groups. Integrating these practices across the school ensures that support for EL and SED students is not limited to isolated interventions but is woven into a comprehensive instructional framework that benefits all learners.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In grades 3-8 and 11 in Math, socioeconomically Disadvantaged (SED) students have significantly lower CAASPP Math scores than the All Students results, but increased their score, demonstrating that while progress is being made, learning gaps in Math are present. In 2025, SED students improved by 15.5 points, scoring 61.3 points below standard in Math, with All Students scoring 24.4 points below standard in Math. The data is also similar for English Learner (EL) students as compared to their non-EL peers, and again while progress was made, the gaps for EL students remain larger than those for SED students. in 2025, EL students also improved 15.5 points, scoring 74.5 points below standard (All Students: 24.4 below standard) in Math. Focused professional development is critical when achievement gaps persist for English Learners (EL) and Socioeconomically Disadvantaged (SED) students in both Mathematics and English Language Arts as measured by CAASPP results. Effective professional learning provides educators with research-based strategies to address the academic, linguistic, and social-emotional needs of unduplicated student groups. Key areas of emphasis include culturally responsive teaching practices, differentiated instruction, and the strategic use of formative assessment data to inform and adjust instruction.		

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
	Sustained professional development also promotes the design and implementation of engaging, relevant learning experiences that increase student motivation and foster a stronger sense of belonging. By strengthening teachers' ability to analyze student data, tailor instruction, and provide equitable access to grade-level standards, schools can better support the success of EL and SED students. Building educator capacity in these areas is essential to closing achievement gaps, improving student engagement, and advancing long-term academic outcomes. **Scope:** LEA-wide		
2.1	**Action:** Parent/ guardian engagement & communications **Need:** Da Vinci Connect continues to maintain strong parent/guardian engagement overall, with 87% of families in the Fall 2025 parent survey reporting that they feel welcome to participate at the school. Notably, engagement from families of unduplicated students remains strong, with 100% of English Learner (EL) families and 94% of Socioeconomically Disadvantaged (SED) families indicating they feel welcome, an increase of 1% for SED families and a larger increase of 11% for EL families compared to the prior year.	As a single-site charter school, Da Vinci Connect serves all students within the same school and local educational agency, providing an opportunity to implement family engagement strategies that support the entire school community while intentionally addressing the needs of unduplicated student groups. To strengthen parent and guardian participation, the school will expand engagement opportunities through academic-focused family events, college and career readiness workshops, and postsecondary planning sessions. These opportunities will be communicated through multiple channels, including an updated online calendar, school blogs, targeted email communications, and automated reminders to ensure families have consistent and accessible access to important information.	We will continue to monitor parent survey results and chronic absenteeism for all students as well as unduplicated student groups in Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While these results reflect positive levels of inclusion, chronic absenteeism data reveal continued disparities among unduplicated student groups. On the 2025 CA Dashboard, the chronic absenteeism rate improved 3.2% overall from 8.6% to 5.4% (Green rating). However, rates for unduplicated students remain higher: 9.4% of SED students were chronically absent, though improved more than average with a 6% decline (Green rating). However, EL students saw a sharp increase in Chronic Absenteeism, climbing 13.2% in 2025 to a rate of 18.8%, reflecting persistent barriers to consistent school attendance. Strengthening parent and guardian engagement is an important strategy for addressing attendance disparities and improving student outcomes. Research consistently demonstrates that when families feel welcomed, informed, and actively involved in their child's education, students are more likely to attend school regularly, remain engaged in learning, and access available academic and social-emotional supports. This is particularly important for underserved and unduplicated student groups, who may face additional barriers that impact consistent school attendance. By fostering meaningful partnerships with families and maintaining clear, consistent communication, schools can more effectively identify and address factors contributing to chronic absenteeism. Increased family engagement supports a collaborative	Implementing parent engagement efforts on a schoolwide basis promotes inclusivity, reduces stigma, and encourages meaningful participation from families across all student groups. While English Learners, Socioeconomically Disadvantaged students, and other unduplicated populations may face unique barriers to engagement, a comprehensive schoolwide approach ensures that all families receive the same opportunities to connect with the school and access available resources. Research has demonstrated that strong family-school partnerships are associated with improved attendance, academic performance, and student behavior, particularly among historically underserved populations. By fostering a culture of collaboration, belonging, and shared responsibility for student success, Da Vinci Connect can strengthen relationships with families and ensure that support for unduplicated students is embedded within a consistent and equitable system of engagement that benefits all learners.	

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
	approach to student success, enabling schools and caregivers to work together to remove obstacles and promote regular attendance. Investing in family engagement efforts ultimately contributes to more equitable outcomes in student participation, well-being, academic achievement, and overall school connectedness. **Scope:** LEA-wide		
2.3	**Action:** Counseling Staffing **Need:** Recent data from the 2025 CA School Dashboard and internal surveys highlight the continued need for increased counseling support at Da Vinci Connect, particularly for unduplicated student groups. In 2025, 0.9% of all students were suspended at least once, up from 0.5% in 2024 for a Yellow color rating. SED students showed similar patterns: suspension rates for socioeconomically disadvantaged (SED) students increased 0.6% from 0.5% to 1.1%, falling from Blue to Yellow. English Learner (EL) students held strong at 0%, though no color was awarded due to small population numbers. In terms of post-secondary readiness, the percentage of students deemed “Prepared” on the 2025 College and Career Indicator (CCI) maintained with a 0.2% increase, from 70% to 70.2%, resulting in a Blue Dashboard rating.	As a single-site charter school, Da Vinci Connect serves all students within one school and LEA, making a schoolwide counseling model both appropriate and effective. Maintaining a lower student-to-counselor ratio than the state average helps ensure students have access to academic, social-emotional, and college and career guidance. While counseling services are available to all students to promote a positive and supportive school climate, unduplicated pupils continue to receive targeted interventions and additional support based on identified needs. Increased counseling capacity enables more individualized support, strengthens student-adult relationships, and contributes to improved student engagement, well-being, and college and career readiness.	We will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College & Career Readiness rates in Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These strong overall outcomes are promising but must be viewed alongside subgroup data to ensure that all students, especially those from historically underserved backgrounds, are experiencing equitable success. For SED students, the percentage of those identified as Prepared actually declined 8.1% from 73.5% to 65.4%, earning a Yellow rating and widening the gap from all students. Only 9 EL students graduated in 2025, so CCI data remains unavailable for this group. Disaggregated student survey data suggest a need for increased counseling support, particularly for unduplicated student groups. While 57% of white students said they would recommend the school to others, only 49% of Hispanic, and 46% lunch-eligible students responded similarly. EL students came in slightly higher at 60%. Generally, fewer students in these groups reported confidence in their academic performance, excitement about classes, and feeling connected to teachers, highlighting the need for more personalized academic and emotional support. These data highlight the ongoing need to invest in counseling services to ensure students receive timely academic, behavioral, and social-emotional support. Counselors play a critical role in identifying and addressing barriers to student success, particularly for unduplicated students who may face additional challenges to engagement and achievement. Expanded counseling capacity strengthens		

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' access to trusted adults, supports trauma-informed practices, and enhances college and career planning. Continued investment in counseling staff is essential to improving student connectedness, reducing disciplinary outcomes, increasing academic success, and ensuring all students are prepared for postsecondary opportunities. **Scope:** LEA-wide		
2.5	**Action:** Assistant principal staffing **Need:** In 2025, 0.9% of all students were suspended at least once, up from 0.5% in 2024 for a Yellow color rating. SED students showed similar patterns: suspension rates for socioeconomically disadvantaged (SED) students increased 0.6% from 0.5% to 1.1%, falling from Blue to Yellow. English Learner (EL) students held strong at 0%, though no color was awarded due to small population numbers. Disaggregated Fall 2025 student survey data shows that questions on overall school culture (ex. I feel safe at school, The school creates a compassionate and caring learning community, and This school creates and environment of high integrity, respect and trust) show that gains have been made with subgroups, while all students responded positively at a rate of 86%, SED students were	As a single-site charter school, Da Vinci Connect serves all students within one school and LEA, making assistant principal support a critical component of its schoolwide program. Assistant principals provide leadership and coordination of academic, attendance, behavioral, and social-emotional supports that benefit all students while ensuring that unduplicated pupils receive additional attention and intervention based on identified needs. Through collaboration with students, families, teachers, and support staff, assistant principals help identify barriers to success, coordinate targeted supports, and monitor student progress. They also play a key role in promoting positive school climate, implementing MTSS practices, and strengthening student engagement and connectedness. Continued investment in assistant principal staffing is necessary to maintain effective schoolwide systems of support and ensure that low-income students, English learners, foster youth, and redesignated fluent English proficient students receive the additional services needed to	We will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	more positive than the average student at 89% and EL students were even higher at 100%. Recent student outcome data demonstrate the continued need for assistant principal staffing at both the TK-8 and high school campuses. Assistant principals play a critical role in fostering student connectedness, maintaining positive school climate conditions, and providing timely support to students experiencing academic, behavioral, or social-emotional challenges. Their presence enables proactive interventions, relationship-building, and coordination of supports before concerns escalate. Assistant principals also support the implementation of MTSS practices, restorative approaches, and social-emotional learning initiatives that contribute to student engagement and well-being. While all students benefit from these schoolwide supports, unduplicated pupils often require additional monitoring, intervention, and coordination of services. Continued investment in assistant principal staffing is necessary to sustain positive student outcomes, strengthen school connectedness, and ensure targeted support for students with the greatest needs. **Scope:** LEA-wide	improve attendance, academic achievement, and college and career readiness.	
3.1	**Action:** Reading & ELA support & intervention programs **Need:**	As a single-site charter school, Da Vinci Connect serves all students within one LEA, and provides English Language Arts interventions through targeted support courses and academic coaching. These systems ensure students who are not yet	We will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2025 CA Dashboard, Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores in grades 3-8 and 11 than the All Students results, demonstrating learning gaps in English. in 2025, SED students increased 25.9 points to 9.3 points above standard and a Green color rating, but still scored lower than All Students at 29.4 points above standard (also a Green rating). The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students, and fewer gains were made. in 2025, EL students maintained their scores with only a 1.3 point increase, scoring 32.3 points below standard in ELA (All Students: 29.4 above standard). EL students continue to remain under the threshold for a color rating due to subgroup size, the decline highlights an ongoing challenge. 77% of students scored Average or above on the Winter 2025-26 NWEA MAP Reading assessment, a 6% increase from the previous year. Despite gains in achievement, reading growth did not meet projected norms in several key grades, with three additional grade levels not meeting projected growth totals, for a total of six. English learner progress toward proficiency increased 6.3%, after dropping 14.3% in 2024, indicating that interventions are showing success, but also that there is an ongoing need for intensive support to continue success.	meeting grade-level expectations receive timely, structured support focused on foundational literacy, reading comprehension, and academic writing skills. Academic coaching capacity is maintained and expanded as needed to ensure students have consistent access to additional instructional time, individualized support, and progress monitoring within their ELA courses. Unduplicated pupils are intentionally prioritized through ongoing review and referral processes to ensure equitable access to intervention opportunities. Intervention services are grounded in evidence-based instructional practices shown to improve literacy outcomes, including structured and diagnostic-driven programs that build fluency, comprehension, and overall reading proficiency. These supports are further strengthened by academic coaching, which provides students with individualized guidance, encouragement, and assistance in accessing academic resources and planning for future coursework and postsecondary pathways. The combination of targeted ELA interventions and academic coaching creates a comprehensive support system designed to address skill gaps, accelerate literacy growth, and improve academic outcomes. Continued investment in these services is necessary to close achievement gaps, improve ELA performance measures, including CAASPP outcomes, and ensure equitable academic success for unduplicated students across the Connect sites.	disaggregated student CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These data demonstrate a continued need for targeted reading and ELA interventions to support students who are performing below grade-level standards, particularly unduplicated pupils. Many students require additional instruction and support to strengthen foundational literacy skills, reading comprehension, vocabulary development, and written communication. Targeted intervention programs provide opportunities to identify specific learning needs and deliver evidence-based, differentiated instruction that accelerates student growth. Continued investment in reading and ELA supports is necessary to improve literacy outcomes, increase access to grade-level content, and reduce persistent achievement gaps among student groups. By addressing skill deficits early and providing individualized support, these interventions help ensure all students are equipped for success in their current coursework and future academic pursuits. **Scope:** LEA-wide		
3.2	**Action:** College level English & writing supports **Need:** On the 2025 CA Dashboard, Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores in grades 3-8 and 11 than the All Students results, demonstrating learning gaps in	As a single-site charter school, Da Vinci Connect serves all students within a single LEA, allowing for cohesive and coordinated access to academic supports. Students who need additional assistance to succeed in college-level coursework are enrolled in a dedicated “College Support” course taught by a credentialed instructor. This course provides structured academic support focused on the skills necessary for success in dual enrollment	We will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3, as well as disaggregated College &

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. in 2025, SED students increased 25.9 points to 9.3 points above standard and a Green color rating, but still scored lower than All Students at 29.4 points above standard (also a Green rating). The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students, and fewer gains were made. in 2025, EL students maintained their scores with only a 1.3 point increase, scoring 32.3 points below standard in ELA (All Students: 29.4 above standard). EL students continue to remain under the threshold for a color rating due to subgroup size, the decline highlights an ongoing challenge. In terms of post-secondary readiness, the percentage of students deemed "Prepared" on the 2025 College and Career Indicator (CCI) maintained with a 0.2% increase, from 70% to 70.2%, resulting in a Blue Dashboard rating. These strong overall outcomes are promising but must be viewed alongside subgroup data to ensure that all students, especially those from historically underserved backgrounds, are experiencing equitable success. For SED students, the percentage of those identified as Prepared actually declined 8.1% from 73.5% to 65.4%, earning a Yellow rating and widening the gap from all students. Only 9 EL students graduated in 2025, so CCI data remains unavailable for this group. Da Vinci Connect High School is an independent study, dual enrollment public	classes, with unduplicated students intentionally prioritized for access and ongoing progress monitoring. Success in college-level English coursework is a critical component of postsecondary readiness and is directly tied to students' ability to persist in and complete college pathways while in high school. Many students, particularly unduplicated pupils, benefit from additional support in navigating the demands of college-level reading, writing, and academic expectations. Without targeted assistance, gaps in foundational literacy and academic writing skills can limit student performance and reduce access to successful course completion. These supports are designed to help students meet the expectations of rigorous postsecondary coursework while building confidence and independence as learners. Continued investment in structured college support is necessary to ensure unduplicated students can fully access and succeed in dual enrollment opportunities, improve college course completion rates, and strengthen overall college and career readiness outcomes.	Career Readiness rates in Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school that integrates in-person and remote learning, with students beginning college coursework as early as 9th grade. Students may pursue an Associate's or Bachelor's degree while simultaneously earning a high school diploma, and successful completion of college-level coursework is a key indicator of College and Career Indicator (CCI) Prepared status. Despite progress in college readiness outcomes, persistent gaps in English Language Arts achievement indicate a continued need for targeted supports in college-level English courses, particularly in academic writing and literacy skills. Unduplicated students may face additional challenges in navigating rigorous postsecondary coursework, including gaps in foundational writing skills, academic language development, and prior preparation for college-level expectations. Without structured supports, these barriers can limit access to successful completion of dual enrollment coursework. Targeted college-level English writing supports provide students with explicit instruction, feedback, and skill development in academic writing, critical thinking, and comprehension. These supports are designed to strengthen student confidence and capacity to engage with rigorous coursework and to improve persistence and success in college classes. Continued investment in college-level English writing support is necessary to ensure		

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
	unduplicated students can fully access and succeed in dual enrollment opportunities, strengthen college readiness outcomes, and complete postsecondary coursework at higher rates. These efforts are essential to advancing equity and ensuring all students are prepared for college and career pathways. **Scope:** LEA-wide		
4.1	**Action:** Mathematics support & intervention programs **Need:** In 2025, DV Connect academic performance data continues to demonstrate the need for targeted math support and intervention programs, especially for unduplicated students. On the 2025 CA School Dashboard, all students at Connect scored 24.4 points below standard in Math, an increase of 7.3 points from the previous year, resulting in a Green overall rating. While socioeconomically disadvantaged (SED) students showed almost double the improvement of All Students from the prior year, their performance remains significantly behind. In 2025, SED students improved by 15.5 points, scoring 61.3 points below standard in Math, with All Students scoring 24.4 points below standard in Math. The data is also similar for English Learner (EL) students as compared to their non-EL peers,	As a single-site charter school, Da Vinci Connect serves all students within a single LEA, ensuring consistent and equitable access to academic supports. Mathematics intervention courses and support structures are maintained and expanded as needed to serve students who require additional assistance in mastering grade-level standards. Academic coaching is also sustained to provide ongoing individualized support, with flexibility to increase service hours based on student need. While these supports are available schoolwide, unduplicated students are intentionally monitored to ensure they are identified early and prioritized for intervention opportunities. A schoolwide approach to math intervention promotes equitable access by removing barriers to participation and ensuring that support is available without requiring formal designation or referral. This structure also enables earlier identification of skill gaps, including for students who may not yet be formally identified as needing intensive support but who are at risk of falling behind. Within this model, academic coaching and intervention	We will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and again while progress was made, the gaps for EL students remain larger than those for SED students. in 2025, EL students also improved 15.5 points, scoring 74.5 points below standard (again with All Students at 24.4 below standard) in Math. NWEA MAP data further underscores these concerns. In Winter 2025-26, only 69% of students scored in the Average, High Average, or High ranges on the Math MAP, despite an increase of 9 percentage points from the prior year. Additionally, three additional grade levels met growth targets in Winter 2025-26, though three grade levels, 3rd, 10th, and 12th grades falling short, two more grade levels than the previous year. These data trends indicate persistent and, in some cases, widening gaps in mathematics achievement, particularly among English Learners and socioeconomically disadvantaged students. Many students continue to demonstrate unmet foundational skill needs in number sense, procedural fluency, and mathematical reasoning, which limit their ability to access grade-level content and progress in higher-level math courses. Targeted, research-based math intervention programs are essential to address these needs and interrupt patterns of underachievement. Effective supports include diagnostic assessments to identify specific skill gaps, small-group instruction, tiered intervention models, and personalized learning	services provide both instructional and relational support, helping students build confidence, persistence, and foundational mathematical skills. Research, including findings from the Institute of Education Sciences (IES), indicates that structured, individualized math interventions and tutoring models can significantly improve student achievement, particularly for historically underserved populations. At Da Vinci Connect, these supports are designed to be responsive to student need and integrated into a broader system of academic and social-emotional support. By embedding math interventions within a schoolwide framework, Da Vinci Connect ensures that all students, especially unduplicated pupils, have access to timely, targeted support. This comprehensive approach is intended to improve mathematics achievement, increase CAASPP performance, and reduce persistent achievement gaps while maintaining a strong commitment to equity and high-quality instruction.	

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
	pathways that allow instruction to be responsive to individual student needs. These strategies enable educators to provide timely, focused support that accelerates skill development and builds conceptual understanding. Continued investment in structured math interventions is necessary to strengthen numeracy skills, improve mathematical confidence, and increase student achievement across grade levels. These supports are critical for closing opportunity and achievement gaps and ensuring equitable outcomes for all students, particularly those most impacted by systemic barriers. **Scope:** LEA-wide		
5.1	**Action:** Credit recovery/ Summer School **Need:** Da Vinci Connect continues to provide students with the option to delay diploma completion and participate in LifeLaunch, which includes career credential pathways in Aviation and Healthcare as well as a college pathway via Rivet, an early college dual enrollment program. For the class of 2025, 20 students (15.6% of the cohort) elected this pathway. While the official 4-year graduation rate was 78.1%, including Rivet students raises the adjusted graduation rate to 93.7%, with all Rivet students actively enrolled in	As a single-site charter school, Da Vinci Connect operates as a single LEA in which all students are served through a unified system of supports. Credit recovery and summer school interventions must therefore be implemented schoolwide to ensure equitable access for all students, including those in unduplicated groups. Da Vinci Connect will continue to expand access to credit recovery opportunities during the academic year through additional course sections and strategic staffing, including stipend-supported teaching assignments that allow for smaller, more targeted instructional settings in high-need subject areas. Summer school programming will similarly be offered in core content areas, informed by student	We will continue to monitor graduation, drop out, and College and Career Readiness Indicator rates 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
	college courses for the 2024–25 school year. The dropout rate jumped substantially from 2024 to 2025 to 5%, with six students identified as a dropout in the 2025 cohort (a 4.8% increase). This increase has the potential to disproportionately impact unduplicated student outcomes by reducing overall academic completion, weakening college and career readiness indicators, and potentially widening existing achievement gaps if those students are part of high-need groups who already face greater barriers to persistence. Overall graduation data remains strong, with rates inclusive of LifeLaunch students maintaining above 90%, and Connect has also seen improvement in College & Career outcomes at a Blue rating as well, the percentage of students deemed “Prepared” on the 2025 College and Career Indicator (CCI) maintained with a 0.2% increase, from 70% to 70.2%. However, for SED students, the percentage of those identified as Prepared actually declined 8.1% from 73.5% to 65.4%, earning a Yellow rating and widening the gap from all students. Only 9 EL students graduated in 2026, so CCI data remains unavailable for this group. As a dual enrollment independent study program, Connect students begin taking college courses in 9th grade and have access to pathways that lead toward associate and bachelor’s degrees. While 94% of the class of	performance data, credit accumulation, and progress toward graduation requirements. While unduplicated students, including socioeconomically disadvantaged students, English Learners, and foster/homeless youth, are intentionally prioritized for enrollment monitoring and outreach, a schoolwide model ensures that all students experiencing academic setbacks can access timely supports. This approach reduces barriers to participation and allows the school to respond flexibly to student needs as they emerge. Credit recovery and summer school programs are particularly critical for unduplicated students, as they provide structured opportunities to recover credits, reinforce foundational skills, and maintain momentum toward graduation and postsecondary pathways. These interventions help reduce the risk of delayed graduation and dropout while strengthening college and career readiness outcomes. Research indicates that well-designed credit recovery and extended learning programs can significantly improve academic achievement and graduation rates, particularly for students who are most at risk of falling behind. By embedding credit recovery and summer learning within a schoolwide framework, Da Vinci Connect ensures that all students have equitable access to the time, instruction, and support needed to remain on track for graduation and postsecondary success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2025 completed a college course before graduation, (a substantial 17% jump from the 2024 cohort) reveals a promising increase in early college access for all students, the 71.1% A-G eligibility rate demonstrates that there is still room for improvement to reach our goal of 100% college course completion and >90% A-G eligibility for all students. While current outcomes reflect positive progress, they also highlight the continued need for expanded and sustained credit recovery and summer learning opportunities to ensure all students, particularly unduplicated youth, remain on track for graduation and college and career readiness. Credit recovery and summer programming are critical interventions for students who experience academic setbacks due to coursework challenges, attendance issues, or other barriers that may impede timely progression toward graduation requirements. These supports provide flexible, targeted pathways for students to recover credits, strengthen foundational knowledge, and maintain progress toward A-G eligibility and college credit accumulation. Without these structured opportunities, students who fall behind are at increased risk of delayed graduation and reduced postsecondary readiness, which can further widen achievement gaps. Maintaining a comprehensive system of credit recovery, summer school, and academic		

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
	advising is essential to ensuring equitable access to rigorous academic pathways. These programs create multiple opportunities for students to re-engage with coursework, demonstrate mastery, and stay on track toward graduation and College and Career Indicator (CCI) Prepared status. Continued investment in these supports is necessary to promote equity, improve academic outcomes, and ensure all students are prepared for success beyond high school. **Scope:** LEA-wide		
5.2	**Action:** College courses & counseling **Need:** On the 2025 CA School Dashboard, Connect has seen improvement in College & Career outcomes at a Blue rating as well, the percentage of students deemed "Prepared" on the 2025 College and Career Indicator (CCI) maintained with a 0.2% increase, from 70% to 70.2%. However, for SED students, the percentage of those identified as Prepared actually declined 8.1% from 73.5% to 62.2%, earning a Yellow rating and widening the gap from all students. Only 9 EL students graduated in 2026, so CCI data remains unavailable for this group. Recent increases in college course participation and completion reflect meaningful progress and are closely linked to expanded	As a single-site charter school, Da Vinci Connect serves all students within a single LEA, requiring college counseling services and dual enrollment supports to be implemented schoolwide to ensure equitable access. While all students benefit from early exposure to college coursework, unduplicated students, including socioeconomically disadvantaged students, English Learners, and foster youth, often face additional systemic barriers to postsecondary access and success, such as limited academic advising, financial constraints, and reduced access to college-going information. As a result, unduplicated students are intentionally prioritized for outreach, academic planning support, and enrollment assistance in dual enrollment courses. College counselors are essential to the successful implementation of the school's dual enrollment model. They support students in navigating course selection, managing enrollment processes,	We will continue to monitor disaggregated College & Career Readiness rates in Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	access to dual enrollment opportunities and structured guidance on postsecondary pathways. Da Vinci Connect High School is an independent study, dual enrollment public school in which students may begin taking college courses as early as 9th grade, with pathways that include the completion of an Associate's or Bachelor's degree alongside a high school diploma. Because college course completion is a key indicator within the College and Career Indicator (CCI), sustained and intentional support is necessary to ensure students are able to successfully navigate these rigorous opportunities. Dedicated college counseling staffing is essential to maintaining and strengthening these outcomes, particularly for unduplicated students who may face additional academic, financial, and informational barriers to postsecondary access and success. College counselors provide critical support in helping students understand dual enrollment options, develop individualized academic plans, complete college and financial aid applications, and connect with resources that support persistence and success in college coursework. This role ensures that students are not only enrolling in college courses but are also supported in successfully completing them and progressing toward postsecondary goals. Research indicates that early exposure to college-level coursework can improve college readiness, increase academic engagement,	accessing instructional materials, and persisting in college-level coursework. In addition, they provide ongoing academic, social-emotional, and pathway planning support that is critical for helping students succeed in rigorous postsecondary environments while still in high school. This level of support ensures that students are not only enrolled in college courses but are also positioned to complete them successfully. Research demonstrates that participation in dual enrollment programs is associated with increased college readiness, higher postsecondary enrollment rates, and improved degree completion outcomes, particularly for historically underserved student populations. Early access to college coursework, combined with structured counseling support, helps build academic confidence, strengthens a college-going identity, and reduces time and cost to degree. Embedding college counseling within a schoolwide system ensures that all students, especially those facing the greatest barriers, receive consistent, high-quality guidance necessary to graduate college- and career-ready.	

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 strengthen postsecondary aspirations, particularly for historically underserved student populations. However, these benefits are most fully realized when students receive consistent, high-quality counseling and guidance throughout their high school experience. Continued investment in college counseling staffing is necessary to ensure equitable access to dual enrollment success, strengthen CCI Prepared outcomes, and support long-term college and career readiness for all students. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** English Learner Supports & Coordinator **Need:** For the Connect 2025 CA School Dashboard English Language Arts (ELA) results, there were fewer than 30 English Learner (EL) students (17 in 2025) in the testing subgroup, so no color ratings are available for EL students in ELA at this time. EL students'	Staffing an English Learner (EL) Coordinator is a critical component of ensuring that English Learners at Da Vinci Connect receive consistent, high-quality language development supports aligned with their academic needs. The EL Coordinator is responsible for monitoring the progress of current EL students as well as Reclassified Fluent English Proficient (RFEP) students for up to four years after reclassification to ensure sustained academic success. In	We will continue to monitor academic progress and access to curriculum for English Learners using disaggregated student CAASPP ELA scores and English Language Proficiency rates from Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CAASPP ELA scores maintained with a slight 1.9 point increase, to 32.3 points below standard, which is still significantly lower than all Connect students, who scored 29.4 points above standard. On the 2025 CA School Dashboard, 53.3% of Connect EL students made progress towards English Language Proficiency, a strong increase of 6.3% after a decline of 14.8% in 2024. No color rating was given due to the small subgroup size. English Learners (ELs) at Da Vinci Connect face distinct and ongoing challenges in accessing grade-level academic content while simultaneously developing English language proficiency. Language barriers can limit students' ability to comprehend complex academic vocabulary, interpret grade-level texts, and navigate increasingly sophisticated language structures across disciplines. As a result, EL students may experience reduced participation in classroom discourse, difficulty completing academic tasks, and lower performance in English Language Arts, contributing to persistent achievement gaps. Addressing these needs requires a coordinated and systematic approach that integrates designated and integrated English language development supports. Effective services include targeted instruction, bilingual and multilingual resources where appropriate, and culturally and linguistically responsive teaching practices that build both language	addition, the coordinator oversees English Language Development (ELD) seminars that provide targeted instruction to support students in making measurable progress toward English proficiency. This role addresses the specific barriers EL students face in accessing grade-level curriculum, particularly those related to academic language, vocabulary development, reading comprehension, and writing skills. By coordinating both designated and integrated supports, the EL Coordinator ensures that language development is intentionally embedded within academic instruction while also providing supplemental interventions as needed. The coordinator also works closely with teachers to support the implementation of differentiated instruction and provides ongoing professional development to strengthen instructional practices for EL students across content areas. This coordinated and systematic approach ensures that EL students receive the scaffolding necessary to simultaneously develop English proficiency and engage meaningfully with grade-level content. As a result, these services support improved academic outcomes, increased progress on the English Learner Progress Indicator (ELPI), and a reduction in achievement gaps for English Learners at Da Vinci Connect.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency and academic content knowledge. In addition, dedicated coordination is essential to ensure consistent monitoring of progress, alignment of supports across courses, and compliance with state and federal EL requirements. Continued investment in EL coordination and support services is necessary to ensure students develop the language skills required for full access to the curriculum, increased academic achievement, and long-term college and career readiness. These supports are critical to closing opportunity gaps and ensuring equitable outcomes for English Learners across Da Vinci Connect. **Scope:** Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	75:1	
Staff-to-student ratio of certificated staff providing direct services to students	22.5:1	

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	$11,683,129.00	970,401.00	8.306%	0.000%	8.306%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,295,147.00	$436,706.00	$0.00	$165,007.00	$2,896,860.00	$2,215,820.00	$681,040.00

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 & curriculum	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$417,200.00	$255,200.00	$152,000.00		$10,000.00	$417,200.00	0.00%
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	ENTIRE SCHOOL YEAR	$17,500.00	$0.00	$17,500.00				$17,500.00	0.00%
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	$257,100.00	$24,710.00	$257,100.00	$2,000.00		$22,710.00	$281,810.00	0.00%
1	1.4	Teacher preparation time	All	No			All Schools	ENTIRE SCHOOL YEAR								
2	2.1	Parent/ guardian engagement & communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$24,923.00	$15,044.00	$39,967.00				$39,967.00	0.00%
2	2.2	Advisory & SEL curriculum	All	No			All Schools	ENTIRE SCHOOL YEAR	$10,000.00	$0.00	$10,000.00				$10,000.00	0.00%
2	2.3	Counseling Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$487,167.00	$0.00	$487,167.00				$487,167.00	0.00%
2	2.4	Extra-curricular activities	All	No			All Schools	ENTIRE SCHOOL YEAR	$168,750.00	$94,000.00	$162,750.00	$100,000.00			$262,750.00	0.00%
2	2.5	Assistant principal staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$315,307.00	$0.00	$315,307.00				$315,307.00	0.00%
3	3.1	Reading & ELA support & intervention programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$99,079.00	$9,773.00	$83,471.00			$25,381.00	$108,852.00	0.00%
3	3.2	College level English & writing supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ENTIRE SCHOOL YEAR	$72,755.00	$0.00	$72,755.00				$72,755.00	0.00%

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
						Low Income										
3	3.3	English Language Arts curriculum & programs	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$15,322.00		$3,000.00		$12,322.00	$15,322.00	0.00%
3	3.4	English Learner Supports & Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	$10,673.00	$0.00	$5,798.00			$4,875.00	$10,673.00	0.00%
3	3.5	NWEA MAP reading tests	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$5,620.00				$5,620.00	$5,620.00	0.00%
3	3.6	MTSS Supports & Data Monitoring Costs	All	No			All Schools	ENTIRE SCHOOL YEAR	$20,000.00	$0.00	$20,000.00				$20,000.00	0.00%
4	4.1	Mathematics support & intervention programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$109,126.00	$0.00	$51,439.00			$57,687.00	$109,126.00	0.00%
4	4.2	Math curriculum & programs	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$24,549.00	$8,637.00			$15,912.00	$24,549.00	0.00%
4	4.3	NWEA MAP mathematics tests	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$5,620.00				$5,620.00	$5,620.00	0.00%
4	4.4	MTSS Supports & Data Monitoring Costs	All	No			All Schools	ENTIRE SCHOOL YEAR	$20,000.00	$0.00	$20,000.00				$20,000.00	0.00%
5	5.1	Credit recovery/ Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR & SUMMER	$30,000.00	$4,880.00	$30,000.00			$4,880.00	$34,880.00	0.00%
5	5.2	College courses & counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$263,269.00	$0.00	$250,394.00	$12,875.00			$263,269.00	0.00%
5	5.3	Career exploration	All	No			All Schools	ENTIRE SCHOOL YEAR	$310,171.00	$64,322.00	$207,662.00	$166,831.00			$374,493.00	0.00%

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
$11,683,129.00	970,401.00	8.306%	0.000%	8.306%	$1,593,398.00	0.000%	13.638 %	**Total:**	$1,593,398.00
								LEA-wide Total:	$1,587,600.00
								Limited Total:	$5,798.00
								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	$257,100.00	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,967.00	0.00%
2	2.3	Counseling Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$487,167.00	0.00%
2	2.5	Assistant principal staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,307.00	0.00%
3	3.1	Reading & ELA support & intervention programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$83,471.00	0.00%
3	3.2	College level English & writing supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,755.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.4**	English Learner Supports & Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,798.00	0.00%
4	**4.1**	Mathematics support & intervention programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,439.00	0.00%
5	**5.1**	Credit recovery/ Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	0.00%
5	**5.2**	College courses & counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,394.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,543,238.00	$2,476,023.00

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 & curriculum	No	$257,000.00	$279,988.00
1	**1.2**	Teacher recruitment and credentialing support	No	$2,500.00	$2,500.00
1	**1.3**	Teacher professional development	Yes	$291,469.00	$282,718.00
1	**1.4**	Teacher preparation time	No		
2	**2.1**	Parent/ guardian engagement & communications	Yes	$32,423.00	$34,394.00
2	**2.2**	Advisory & SEL curriculum	No	$12,875.00	$7,500.00
2	**2.3**	Counseling Staffing	Yes	$474,887.00	$475,086.00
2	**2.4**	Extra-curricular activities	No	$262,750.00	$262,750.00
2	**2.5**	Assistant principal staffing	Yes	$163,199.00	$166,879.00
3	**3.1**	Reading & ELA support & intervention programs	Yes	$83,053.00	$61,626.00
3	**3.2**	College level English & writing supports	Yes	$72,755.00	$72,755.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	English Language Arts curriculum & programs	No	$11,799.00	$9,623.00
3	3.4	English Learner Supports & Coordinator	Yes	$171,677.00	$173,854.00
3	3.5	NWEA MAP reading tests	No	$7,457.00	$6,957.00
3	3.6	MTSS Supports & Data Monitoring Costs	No	$20,000.00	$20,000.00
4	4.1	Mathematics support & intervention programs	Yes	$91,366.00	$71,085.00
4	4.2	Math curriculum & programs	No	$15,912.00	$14,977.00
4	4.3	NWEA MAP mathematics tests	No	$7,457.00	$6,957.00
4	4.4	MTSS Supports & Data Monitoring Costs	No	$20,000.00	$20,000.00
5	5.1	Credit recovery/ Summer School	Yes	$32,357.00	$34,580.00
5	5.2	College courses & counseling	Yes	$137,809.00	$137,598.00
5	5.3	Career exploration	No	$374,493.00	$334,196.00

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)
$929,591.00	$1,307,477.00	$1,316,275.00	($8,798.00)	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	$245,600.00	$245,600.00	0.00%	
2	**2.1**	Parent/ guardian engagement & communications	Yes	$28,587.00	$27,679.00	0.00%	
2	**2.3**	Counseling Staffing	Yes	$474,887.00	$475,086.00	0.00%	
2	**2.5**	Assistant principal staffing	Yes	$163,199.00	$166,879.00	0.00%	
3	**3.1**	Reading & ELA support & intervention programs	Yes	$35,617.00	$35,617.00	0.00%	
3	**3.2**	College level English & writing supports	Yes	$72,755.00	$72,755.00	0.00%	
3	**3.4**	English Learner Supports & Coordinator	Yes	$171,677.00	$173,854.00	0.00%	
4	**4.1**	Mathematics support & intervention programs	Yes	$50,702.00	$50,702.00	0.00%	
5	**5.1**	Credit recovery/ Summer School	Yes	$30,000.00	$33,650.00	0.00%	
5	**5.2**	College courses & counseling	Yes	$34,453.00	$34,453.00	0.00%	

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)
$10,747,979.00	$929,591.00	0.000%	8.649%	$1,316,275.00	0.000%	12.247%	$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).

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