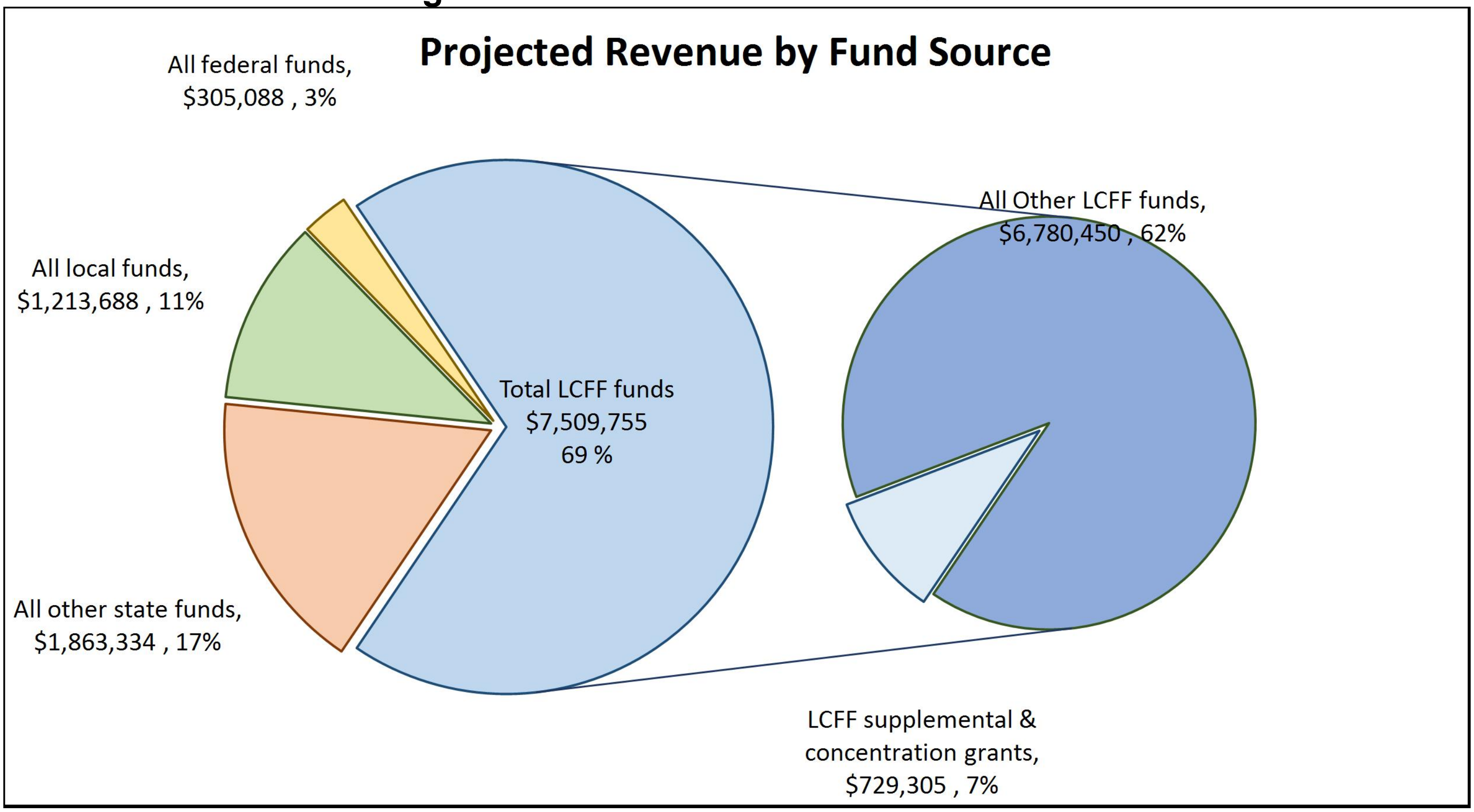
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Design
CDS Code: 19768690119636
School Year: 2026-27
LEA contact information:
Samantha Navarro
Principal

310-725-5800

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

Budget Overview for the 2026-27 School Year

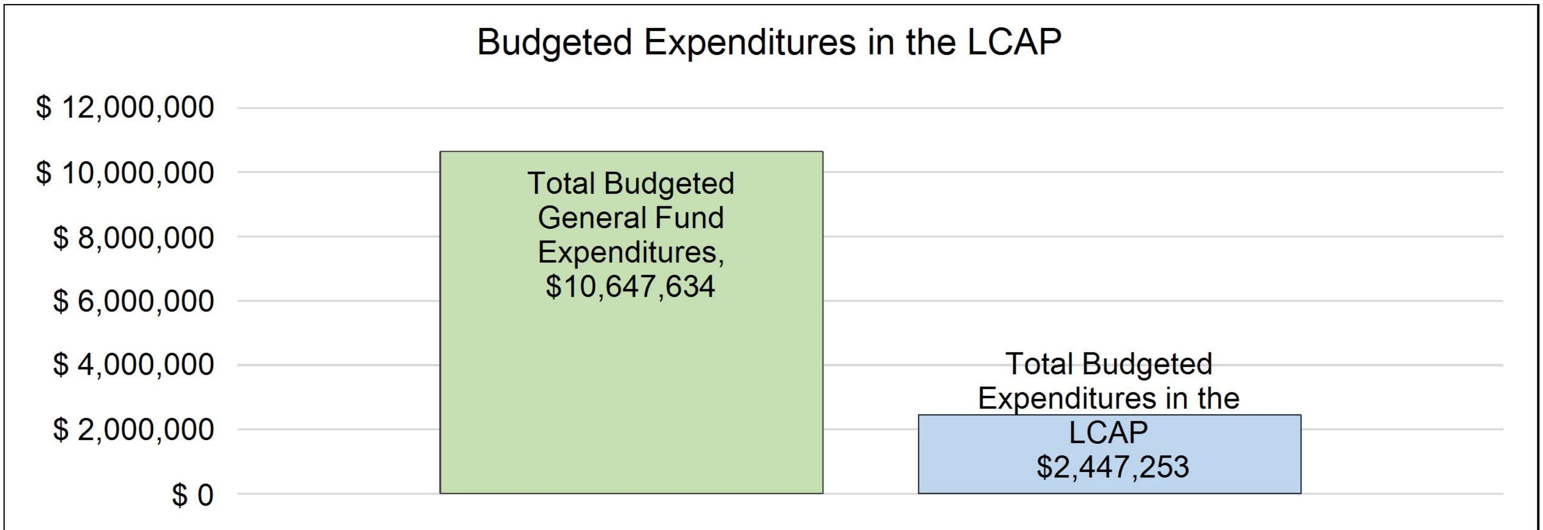


This chart shows the total general purpose revenue Da Vinci Design expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Design is $10,891,865, of which $7,509,755 is Local Control Funding Formula (LCFF), $1,863,334 is other state funds, $1,213,688 is local funds, and $305,088 is federal funds. Of the $7,509,755 in LCFF Funds, $729,305 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 Design 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 Design plans to spend $10,647,634 for the 2026-27 school year. Of that amount, $2,447,253 is tied to actions/services in the LCAP and $8,200,381 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

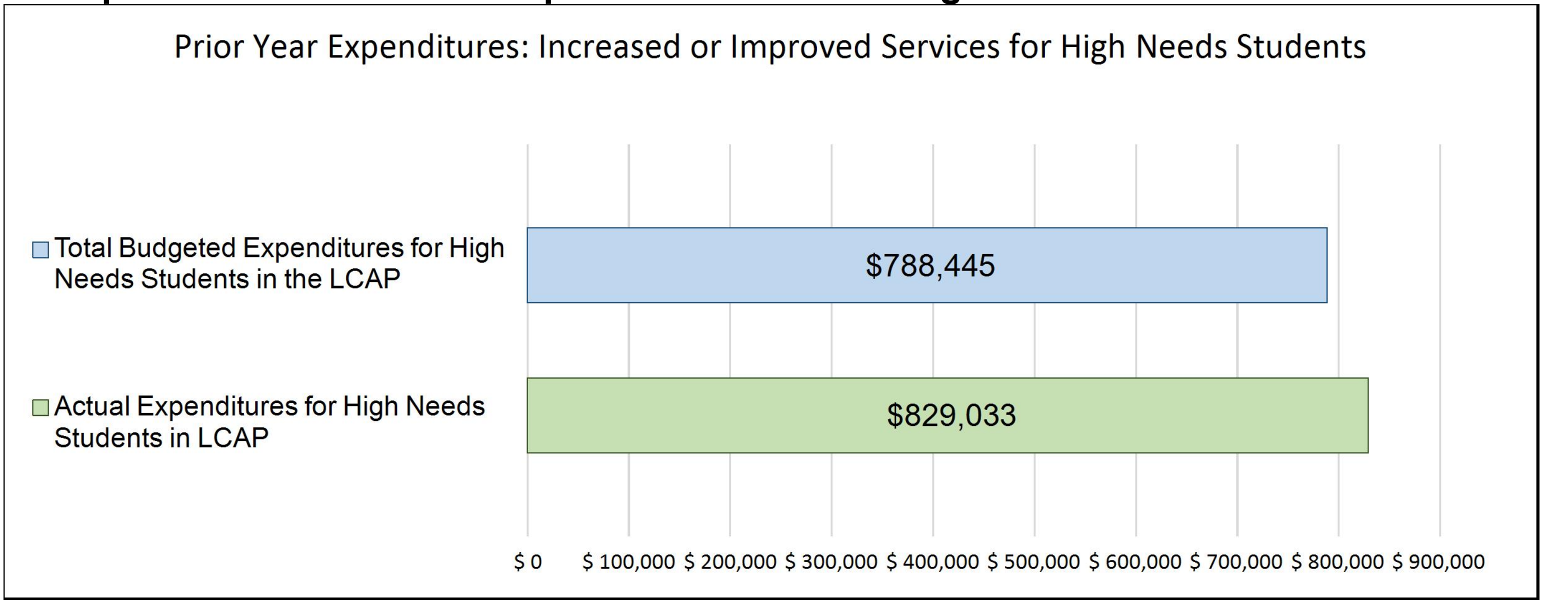
General Fund Budget Expenditures for the school year not included in the LCAP include, but are not limited to, various Personnel, Facilities and Operating Expenses.

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

In 2026-27, Da Vinci Design is projecting it will receive $729,305 based on the enrollment of Foster Youth, English learner, and low-income students. Da Vinci Design must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Design plans to spend $822,608 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 Design budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Da Vinci Design estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Da Vinci Design's LCAP budgeted $788,445 for planned actions to increase or improve services for high needs students. Da Vinci Design actually spent $829,033 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 Design	Samantha Navarro Principal	snavarro@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 Design is a public charter high school located in Los Angeles, California, and is part of the Da Vinci Schools network established in 2009. Da Vinci Design, along with three other Da Vinci Schools programs, are authorized by the Wiseburn Unified School District (WUSD). Currently, Da Vinci Design serves 533 students, aiming for an enrollment of approximately 535 students each year. The Da Vinci Design campus is co-located (with Da Vinci Communications and Da Vinci Science) at the 201 N. Douglas Street campus in the Wiseburn Unified School District which straddles Hawthorne and El Segundo; however, Da Vinci Schools serve students from 122 zip codes across L.A. County.

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

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

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

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

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

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

Reflections: Annual Performance

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

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

Da Vinci Design saw significant growth in average daily attendance (ADA) in the 2024-2025 school year, showing increased engagement and academic access for the student body. Final ADA reporting for 2024-2025 shows overall ADA of ~95.0%, compared to ~92.7% overall ADA in the previous year (2023-2024). This is attributed to many factors, including: a new and streamlined organization-wide Short Term

Independent Study process, individual meetings with parents and administration over summer, Tier 1 efforts led by the Intervention Specialist and administrative team, and Tier 2 efforts led by the MTSS Committee.

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

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

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

During the 22-23 school year, leading up to the annual update of the current LCAP, stakeholder meetings continued with staff (in-person), School Site Council (via Zoom), and Parent Advisory Committee (PAC), along with community surveys and other consultation with administrators and student representative groups. Key feedback was given which determined the effectiveness of specific actions, and also which determined the challenges or successes in the implementation of actions. For example, regarding Goal 2, there was continued support from educational partners regarding the importance of off-campus learning opportunities for students like field trips, overnighter camp, and exhibitions, which increases students' sense of purpose and connection to the school environment. Another example of key feedback is regarding Goals 3 and 4, with recommendations to focus intervention efforts via the MTSS committed on subgroups for increased achievement in ELA and Math. Additional key feedback regarding Goal 5 came from parent advisory committee where analysis was shared regarding the success of CTE completion and dual enrollment efforts and the importance of integrated college and career readiness strategies.

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Availability of Instructional Materials, as reported in the Student Accountability Report Card (SARC)	100% of students had access to instructional materials in print or electronic formats in 2023-24.	100% of students had access to instructional materials in print or electronic formats in 2024-25.	100% of students had access to instructional materials in print or electronic formats in 2025-26.	100% of students will have access to instructional materials in print or electronic formats.	Maintained at 100%.
1.2	CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student	In the 2021-22 school year (most recent TAMO data available), DVD employed 25.9 Teaching FTE (Full	In the 2022-23 school year (most recent TAMO data available), DVD employed 27.1	In the 2023-24 school year (most recent TAMO data available), DVD employed 26.8	100% of teachers are properly assigned.	Increased by 6.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card (SARC)	Time Equivalencies). 85.95% were classified as Clear, and 3.77% required no authorization (N/A), for a total of 89.72% of teachers assigned appropriately. .96% of teachers were classified as Out of Field, and 9.28% were classified as misassignments, or "ineffective" under ESSA.	Teaching FTE (Full Time Equivalencies). 79.39% were classified as Clear, and 5.01% required no authorization (N/A), for a total of 84.4% of teachers assigned appropriately. 1.47% of teachers were classified as Out of Field, and 14.09% were classified as misassignments, or "ineffective" under ESSA.	Teaching FTE (Full Time Equivalencies). 90% were classified as Clear, and 1% required no authorization (N/A), for a total of 91% of teachers assigned appropriately. 9% were classified as misassignments, or "ineffective" under ESSA.		
1.3	Teacher reflections and evaluations	100% of teachers are currently participating in a reflective evaluation process in 2023-24.	100% of teachers are currently participating in a reflective evaluation process in 2024-25.	100% of teachers are currently participating in a reflective evaluation process in 2025-26.	96% of teachers will participate in a reflective evaluation process and earn a positive evaluation.	Maintained at 100%.
1.4	Teacher professional development ratings	On the 2023-24 annual staff survey, 80% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 76% positively to questions on the	On the 2024-25 annual staff survey, 80% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 84% positively to	In 2025-26, Da Vinci staff surveys transitioned to Attuned surveys in partnership with CSGF. Our new baseline for the Leadership Efficacy section questions are 65% positive	Staff will continue to provide at least 90% positive feedback on professional learning opportunities at DVD.	New baseline data is 25% below the 90% target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Professional Learning Environment.	questions on the Professional Learning Environment.	(Extremely/ Very) for Da Vinci Design.		
1.5	Success in academic curriculum	In 2023-24, 94% of students achieved a 2.0 or above unweighted GPA in Fall 2023, and 92% of students earned a 2.0 or above in Spring 2024.	In 2024-25, 95% of students achieved a 2.0 or above unweighted GPA in Fall 2024, and 93% of students earned a 2.0 or above in Spring 2025.	96% of students achieved a 2.0 or above unweighted GPA in Fall 2025, and 95% of students earned a 2.0 in Spring 2026.	85% of students will remain above a 2.0 unweighted GPA each semester.	Maintained above 85%.
1.6	Targeted academic intervention	100% of students in need of intervention in Fall 2023 had academic supports in place before Spring 2024.	100% of students in need of intervention in Fall 2024 had academic supports in place before Spring 2023.	100% of students in need of intervention in Fall 2024 had academic supports in place before Spring 2026.	100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.	Maintained at 100%.
1.7	Specialized academic plans	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with existing specialized academic plans (IEPs/504s) will have plans in place and communicated to teachers within 30 days of enrollment	Maintained at 100%.
1.8	Annual facilities inspection and student safety survey results will find that the school is	The school is clean and well maintained per January 2024 facilities	The school is clean and well maintained per January 2025	The school is clean and well maintained per January 2026	Overall annual facilities inspection rating will remain	Maintained at Exemplary.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safe, clean, and well maintained.	inspection overall rating of 'Exemplary.'	facilities inspection overall rating of 'Exemplary.'	facilities inspection overall rating of 'Exemplary.'	Good or Exemplary.	
1.9	School Safety: student survey results	DVD had 80% positive student ratings on the Fall 2023 survey question 'Do you feel safe at school?'	DVD had 89% positive student ratings on the Fall 2024 survey question 'Do you feel safe at school?'	DVD had 84% positive student ratings on the Fall 2025 survey question 'Do you feel safe at school?'	At least 95% of students will report feeling safe at school.	Declined by 5%.

Goal Analysis [2025-26]

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

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

Implementation of Goal 1 actions at Da Vinci Design continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. All students maintained full access to instructional materials in both print and electronic formats for the third consecutive year, consistent with the 100% standard established at baseline. A notable success in Year 2 was meaningful progress in teacher assignment accuracy, with 91% of teachers appropriately assigned in 2023-24, a 6.6-percentage-point increase from the 84.4% recorded in Year 1 and a recovery well above the 89.72% baseline, reflecting the positive impact of sustained efforts in teacher recruitment, credentialing support, and assignment monitoring, though the remaining 9% classified as misassignments indicates continued work is needed to reach the 100% target. Teacher participation in reflective evaluations remained at 100% for the third consecutive year, and academic outcomes continued to strengthen, with 96% of students achieving a 2.0 or above unweighted GPA in Fall 2025, the highest rate recorded across all three years and well above the 85% target. Intervention supports and specialized academic plans continued to be implemented with full fidelity, with 100% of students requiring intervention receiving supports prior to the spring semester and 100% of IEP and 504 plans communicated to teachers within 30 days of enrollment. Facilities maintained an Exemplary rating for the third consecutive year. A challenge identified in Year 2 was the transition to the Attuned survey platform, which established a new baseline of 65% positive ratings for Leadership Efficacy at Da Vinci Design, 25 percentage points below the 90% target, providing an important benchmark for measuring professional development impact going forward. Student-reported feelings of safety declined modestly from 89% in Year 1 to 84% in Year 2, a 5-percentage-point drop that, while less severe than some prior year fluctuations, remains well below the 95% target and signals that school climate and student safety perceptions will require continued intentional attention in Year 3.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 1 actions in Year 2. Funds allocated for course materials and supplies for project-based learning, teacher recruitment and credentialing support through induction stipends, staff professional development including PD days, conferences, Marzano training, and instructional coaching, academic coaching staffing, and the expanded teacher preparation time and reduced student load model were all utilized as planned and in alignment with intended purposes. The significant investment in teacher professional development days, covering 28 teachers across 20 PD days, was implemented as budgeted and is reflected in the continued 100% participation rate in reflective evaluations and the strong academic outcomes seen in Year 2. Academic coaching staffing remained consistent with budgeted projections, with three academic coaches supporting students schoolwide with priority access for unduplicated students. Teacher preparation time and reduced student load continued at no additional cost, consistent with prior year planning. Any minor variances were attributable to routine operational factors such as timing of conference registrations or vendor scheduling and did not materially affect the delivery or quality of planned services.

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

The specific actions under Goal 1 at Da Vinci Design have continued to demonstrate strong overall effectiveness in Year 2, with most metrics reflecting sustained or improved outcomes and several areas showing meaningful progress over baseline.

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

Action 1.2- teacher recruitment and credentialing support, showed its most significant improvement to date in Year 2, with appropriately assigned teachers rising from 84.4% in Year 1 to 91% in Year 2, a 6.6-percentage-point gain that surpasses the 89.72% baseline and reflects the cumulative impact of induction stipends, credentialing coordination, and intentional hiring practices. While the remaining 9% classified as misassignments indicates that full compliance has not yet been achieved, the trajectory is clearly positive and validates the continued investment in this action.

Action 1.3- staff professional development, demonstrated continued effectiveness, with 100% of teachers participating in reflective evaluations for the third consecutive year, reflecting a deeply embedded culture of professional accountability and continuous improvement. The transition to the Attuned survey platform in Year 2 established a new baseline of 65% positive ratings for Leadership Efficacy, which while 25 percentage points below the 90% target, provides an important and more granular starting point for measuring the impact of professional learning going forward. Professional development investments including Marzano training, instructional coaching stipends, and conference participation continued to be implemented as planned and are reflected in the strong instructional outcomes seen schoolwide.

Action 1.4- teacher preparation time and reduced student load, continued at no additional cost and remained effective in supporting meaningful collaboration, curriculum development, and individualized student attention, with its contribution visible in the consistently strong GPA outcomes and high teacher engagement with professional learning.

Action 1.5- academic coaching support, demonstrated clear and improving effectiveness in Year 2, with 96% of students achieving a 2.0 or above unweighted GPA in Fall 2025, the highest rate across all three years and well above the 85% target, reflecting the sustained impact of three academic coaches providing priority access to unduplicated students.

Intervention supports and specialized academic plans also continued at 100% fidelity, further affirming the effectiveness of the coordinated academic support system at Da Vinci Design. The primary area requiring continued attention is student-reported feelings of safety, which declined from 89% in Year 1 to 84% in Year 2, and the new Attuned survey baseline for staff, both of which will serve as important focal points for Year 3 planning.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 1 at Da Vinci Design remain unchanged, as the overall framework has proven effective in supporting instructional quality, materials access, and student academic success. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis and refinement heading into Year 3. The significant recovery in teacher assignment accuracy, rising from 84.4% in Year 1 to 91% in Year 2, validates the continued investment in induction stipends, credentialing coordination, and intentional hiring, and these efforts will be sustained in Year 3 with the ongoing goal of reaching full compliance and eliminating the remaining 9% of misassignments. The record-high GPA outcomes in Year 2, with 96% of students achieving a 2.0 or above in Fall 2025, affirm the effectiveness of academic coaching, teacher preparation time, and intervention supports, and these will all be continued as planned with sustained priority access for unduplicated students. Professional development will continue to build on the Marzano framework established in prior years, with deeper implementation of high-leverage instructional strategies focused on competency-based learning and evaluation, and ongoing attention to the needs of unduplicated student groups including English Learners and Socioeconomically Disadvantaged students whose CAASPP scores continue to lag behind their peers. The transition to the Attuned survey platform in Year 2, which established a new baseline of 65% positive ratings for Leadership Efficacy, 25 percentage points below the 90% target, represents both a challenge and an opportunity heading into Year 3. This new baseline will be used to guide more targeted and responsive professional development planning, with the goal of meaningfully improving staff perceptions of leadership efficacy and professional learning over the course of the year. The 5-percentage-point decline in student-reported feelings of safety from 89% in Year 1 to 84% in Year 2, while more modest than fluctuations seen at other Da Vinci schools, reinforces the need for continued intentional school climate strategies in Year 3, with the 95% target remaining an aspirational benchmark for ongoing improvement. Early identification of students at risk of falling below a 2.0 GPA will continue to be a priority, with intervention supports initiated as early as possible in each semester to ensure timely and effective academic assistance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course Materials and Supplies for Project-Based Learning Activities	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$25,289.00	No
1.2	Teacher recruitment and credentialing support	Coordination of Induction participation activities, teachers who have not cleared their credential are provided a Induction program in order to do so and Da Vinci covers partial costs. Provide teacher assistance in transferring credential information. Providing support to intern credential holders or those from out of state in obtaining proper credentials. Hiring appropriately credentialed teachers and properly assigning them to courses and learners that they are qualified to teach.	$7,500.00	No
1.3	Staff professional development	Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills, Universal Design for Learning, and Culturally Responsive Pedagogy to ensure the success of low-income pupils, English learners, and redesignated fluent English proficient pupils. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met.	$255,242.00	Yes
1.4	Teacher preparation time and reduced student load	Teachers at DVD will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. This cost is included in all teacher salaries as an increased expense rather than a singularly noted itemized expense.		No

Action #	Title	Description	Total Funds	Contributing
1.5	Academic coaching support	Students will have access to academic coaching and tutoring support as needed to support their academic success. Unduplicated students will be given priority to tutoring opportunities.	$57,676.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Attendance at Student Led Conferences	Parent attendance at 2023-2024 SLCs was estimated at above 85% overall based on teacher feedback. Our Fall 2023 attendance was above 83%, and our Spring 2024 attendance increased to above 86%.	Spring 2025 SLC attendance was 82%.	Spring 2026 SLC Attendance was 85%	The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Increase of 3%.
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 88% of families responded	Fall 2024 parent surveys show that 87% of families	Fall 2025 parent surveys show that 89% of families	At least 85% of families Agree or Strongly Agree	Maintained above 85% target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		positively (Strongly Agree/Agree) that DVD involves parents in decision-making processes.	responded positively (Strongly Agree/Agree) that DVD involves parents in decision-making processes.	responded positively (Strongly Agree/Agree) that DVD involves parents in decision-making processes.	that DVD involves parents in decision-making processes.	
2.3	Parent Participation in programs for unduplicated pupils	Fall 2023 parent survey responses to the question: 'I feel welcome to participate at this school' are 92% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 91% positive for those who report being socio-economically disadvantaged.	Fall 2024 parent survey responses to the question: 'I feel welcome to participate at this school' are 94% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 94% positive for those who report being socio-economically disadvantaged.	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 96% positive for those who report being socio-economically disadvantaged.	At least 85% of families who are socio-economically disadvantaged and/or whose primary language is other than English, Agree or Strongly Agree that they feel welcome to participate at DVD.	LOTE: Increased by 6%. SED: Increased by 2%. Maintained above 85% target for both groups.
2.4	Average Daily Attendance (ADA)	2023-24 DVD ADA was 92.69%.	2024-25 DVD ADA was 95%.	Average Daily Attendance for 2025-2026 was 93.64%	DVD ADA will remain above 95%.	Decrease of 1.36%.
2.5	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 3.4% of students were suspended at least once, with an increase of .9% from the previous year for an Orange color rating overall.	On the 2024 CA Dashboard, 1.9% of students were suspended at least once, with an decrease of 1.6% from the previous year for an Green color rating overall.	On the 2025 CA Dashboard, 2.7% of students were suspended at least once, with an increase of 0.9% from the previous year for an Orange color rating overall.	DVD will decrease the suspension rate to earn and then maintain a Blue or Green rating on CA School Dashboard.	Increase of 1.2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CA Dashboard: Suspension Rate (unduplicated subgroups)	On the 2023 CA Dashboard, 4.6% of SED students were suspended at least once, an increase of 1.4% for an Orange color rating for SED students. 16% of English Learners were suspended at least once, an increase of 2.7%, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	On the 2024 CA Dashboard, 3% of SED students were suspended at least once, a decrease of 1.6% for a Green color rating for SED students. 9.7% of English Learners were suspended at least once, a decrease of 6.3%, though no color rating for EL students was awarded by the state due to an EL population fewer than 35 students.	On the 2025 CA Dashboard, 4% of SED students were suspended at least once, an increase of 1% for a Orange color rating for SED students. 3.3% of English Learners were suspended at least once, a decrease of 6.3%, for a Green color rating for EL students.	DVD will maintain a Blue or Green rating for both SED and EL student groups on CA School Dashboard.	SED: Increase 2%, Orange rating. EL: Decrease 6.3%, Green rating.
2.7	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 66% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section questions.	On the Fall 2024 student survey, 80% of students chose 'Agree' or 'Strongly Agree' on the Diversity & Inclusion section questions.	On the Fall 2025 student survey, 87% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section questions.	More than 80% of respondents choose ‘Agree,' or ‘Strongly Agree’ on the 5 question Diversity & Inclusion section of the annual student survey.	Increase of 7%. Maintained above 80% target.
2.8	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 54% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 72% of students chose 'Agree' or 'Strongly Agree' on the School Culture & Safety section of the survey.	On the Fall 2025 student survey, 78% of students chose 'Agree' or 'Strongly Agree' on the School Culture & Safety section of the survey.	More than 80% of respondents choose ‘Agree,' or ‘Strongly Agree’ on the 7 question School Community & Connectedness section of the	Increase of 6%.

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

Goal Analysis [2025-26]

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

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

Implementation of Goal 2 actions at Da Vinci Design continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. The school maintained its commitment to building a student-centered, inclusive, and caring community through parent engagement activities, advisory programming, counseling supports, restorative practices professional development, and school climate initiatives. Parent perceptions of involvement in decision-making continued to strengthen, rising from 87% in Year 1 to 89% in Year 2 and remaining above the 85% target, and feelings of welcome among unduplicated families reached new highs, 100% for families whose primary language is other than English and 96% for socioeconomically disadvantaged families, both well above the 85% target and reflecting meaningful year-over-year growth.

Student survey results continued their positive trajectory in Year 2, with Diversity and Inclusion ratings climbing from 80% in Year 1 to 87% in Year 2, surpassing the 80% target, and School Culture and Safety responses rising from 72% to 78%, reflecting continued improvement in student perceptions of connectedness and belonging, though the 80% target in this area has not yet been reached. A notable challenge in Year 2 was the increase in overall suspension rates, rising from 1.9% in Year 1 to 2.7%, a return to Orange Dashboard territory, and a corresponding increase in SED suspension rates from 3% to 4%, also earning an Orange rating. This represents a concerning reversal of the progress made in Year 1 and signals a need for renewed focus on restorative practices and proactive behavioral supports, particularly for socioeconomically disadvantaged students. A meaningful bright spot in Year 2 was the significant decline in English Learner suspension rates, dropping from 9.7% in Year 1 to 3.3% in Year 2, a 6.3-percentage-point decrease, earning a Green Dashboard rating for EL students for the first time and suggesting that targeted supports for this subgroup are gaining traction. Student-led conference attendance declined to 82% in Spring 2025, below both the Year 1 rate and the 90% target, indicating that parent outreach and engagement strategies around SLCs will need to be strengthened in Year 3.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 2 actions in Year 2. Funds allocated for parent and guardian engagement and communications, advisory curriculum development and coordination, counseling staffing, extracurricular activities including athletics and performing arts, the Freshman Overnighter, Assistant Principal staffing, additional counseling staffing for unduplicated students, and school climate and culture staffing through MTSS were all utilized as planned and in alignment with intended purposes. The significant investment in counseling staffing, covering three counselors across two funding allocations, was implemented as budgeted and is reflected in the continued low student-to-counselor ratio and the sustained supports available to all students, with priority access for unduplicated student groups. Extracurricular programming costs including athletics, performing arts, and field trips were utilized as planned, and the Freshman Overnighter was implemented as intended to support incoming student connectedness and school culture. School climate and culture staffing, including the MTSS coordinator role, was maintained consistent with budgeted projections. Advisory curriculum coordination and parent engagement communication tools were funded and deployed as planned throughout the year. Any minor variances were attributable to routine operational factors and did not materially affect the delivery or quality of planned services to students or families.

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

The specific actions under Goal 2 at Da Vinci Design demonstrated continued and in many cases improved effectiveness in Year 2, with most metrics reflecting positive trends in family engagement, student climate perceptions, and targeted behavioral supports, alongside one area of notable concern in overall suspension rates.

Action 2.1- parent and guardian engagement and communications, showed strong effectiveness in sustaining high levels of family involvement, with parent perceptions of decision-making involvement rising to 89% and feelings of welcome among unduplicated families reaching 100% for language minority families and 96% for socioeconomically disadvantaged families, both among the highest rates recorded across all three years. The decline in Student-Led Conference attendance to 82% in Spring 2025, however, indicates that communication and outreach efforts around SLCs specifically will need to be strengthened in Year 3 to move back toward the 90% target.

Action 2.2- advisory curriculum, continued to show positive effectiveness in Year 2, with Diversity and Inclusion survey ratings rising from 80% in Year 1 to 87% in Year 2, surpassing the 80% target, and School Culture and Safety responses improving from 72% to 78%. The upward trajectory across both climate metrics over two consecutive years suggests that the intentional advisory curriculum focused on connectedness, belonging, and college readiness is having a meaningful cumulative impact on student experience, though continued refinement is needed to close the remaining gap to the 80% School Culture and Safety target.

Action 2.3- counseling staffing, continued to demonstrate broad effectiveness in supporting student academic, socioemotional, and college and career needs through a consistently low student-to-counselor ratio, and its contribution is reflected in the strong parent engagement data and improving student connectedness survey results. However, the rise in overall suspension rates from 1.9% to 2.7% and in SED suspension rates from 3% to 4% in Year 2 suggests that the current counseling supports, while strong in many areas, have not been sufficient to sustain the behavioral progress made in Year 1 for socioeconomically disadvantaged students, and more proactive and targeted intervention will be needed in Year 3.

Action 2.4- extracurricular activities, continued to support student engagement and connectedness through athletics, performing arts, clubs, and community dialogues, and the continued improvement in school climate survey results across both Diversity and Inclusion and School Culture and Safety suggests that broad access to extracurricular programming is contributing positively to students' sense of belonging and school satisfaction.

Action 2.5- the Freshman Overnighter, continued to serve as a foundational culture-building experience for incoming students, and the sustained improvement in student connectedness survey results across Years 1 and 2 supports the continuation of this initiative as an important early investment in student relationships and school identity.

Action 2.6- Assistant Principal staffing, demonstrated continued effectiveness in supporting positive school climate, family outreach, and attendance and behavioral monitoring, with its impact visible in the strong parent survey data and improving student climate perceptions. The rise in suspension rates in Year 2 underscores the need for continued and deepened collaboration between the Assistant Principal and counseling and MTSS staff to address behavioral concerns more proactively for unduplicated students.

Action 2.7, additional counseling staffing for unduplicated students, showed its most significant positive result in Year 2 through the dramatic decline in English Learner suspension rates, dropping from 9.7% in Year 1 to 3.3% in Year 2 and earning a Green Dashboard rating for EL students for the first time, suggesting that the targeted counseling and socioemotional supports prioritized for this subgroup are having a meaningful and measurable impact. The increase in SED suspension rates during the same period highlights a need for similarly targeted and intensified supports for socioeconomically disadvantaged students in Year 3.

Action 2.8- school climate and culture staffing through the MTSS coordinator role, showed mixed effectiveness in Year 2, the continued improvement in student climate survey results and the strong EL suspension rate decline reflect the positive impact of proactive culture-building systems and data-driven interventions, while the overall and SED suspension rate increases signal that MTSS behavioral supports will need to be further strengthened, particularly in the areas of Tier 2 and Tier 3 intervention for socioeconomically disadvantaged students, heading into Year 3.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 2 at Da Vinci Design remain unchanged, as the overall framework continues to demonstrate effectiveness in strengthening family engagement, building school community, and supporting student well-being. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis and refinement heading into Year 3.

The continued growth in parent perceptions of welcome and involvement among unduplicated families, reaching 100% for language minority families and 96% for socioeconomically disadvantaged families in Year 2, validates the ongoing investment in parent and guardian engagement and communications, and these efforts will be sustained with continued attention to ensuring all families have equitable access to school events and information. The decline in Student-Led Conference attendance to 82% in Year 2 will prompt more intentional outreach and flexible scheduling strategies in Year 3, with refined systems for tracking SLC participation in real time to better identify and follow up with families who have not yet engaged. The continued positive trajectory in student climate survey results, with Diversity and Inclusion reaching 87% and School Culture and Safety rising to 78%, affirms the effectiveness of advisory curriculum, extracurricular programming, the Freshman Overnighter, and school climate and culture staffing, all of which will be continued and strengthened in Year 3. To close the remaining gap to the 80% School Culture and Safety target, Year 3 will include additional intentional community-building opportunities such as student forums and affinity spaces designed to deepen connectedness and belonging, particularly for unduplicated and marginalized student groups.

The most pressing concern identified through Year 2 reflection is the reversal in suspension rates, with overall suspensions rising from 1.9% to 2.7% and SED suspensions increasing from 3% to 4%, both returning to Orange Dashboard ratings after the progress made in Year 1. This trend will prompt a renewed and more intensive focus on restorative practices implementation in Year 3, with additional professional

development for staff in restorative approaches and more proactive Tier 2 and Tier 3 behavioral interventions targeted specifically at socioeconomically disadvantaged students. The significant decline in EL suspension rates to 3.3% and the achievement of a Green Dashboard rating for English Learners in Year 2 demonstrates that targeted supports for this subgroup are working, and these will be maintained and built upon in Year 3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/ guardian engagement & communications	Da Vinci Design will increase parent participation, input, and involvement of unduplicated students through expanded activities including a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home messages and reminders via the computerized school phone system.	$28,095.00	Yes
2.2	Advisory curriculum	Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Ensuring the representation and engagement of unduplicated students, as well as developing curriculum that supports academic and socioemotional skills critical to their college readiness will be a priority. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.	$10,500.00	Yes
2.3	Counseling staffing	Counselors will support all students at Da Vinci Design more effectively with a lower student to counselor ratio, and the school will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVD ensures a low student to counselor ratio on campus to increase	$259,890.00	No

Action #	Title	Description	Total Funds	Contributing
		overall student support, including for academics, socioemotional issues, and college & career supports for all students.		
2.4	Extra-curricular activities	Students will have community dialogues that increase student morale and have access to extracurricular programs such as athletics, performing arts, and clubs and special programs on campus. Stipends or hourly wages for adults running extracurricular programs will be offered.	$345,000.00	No
2.5	Freshman overnighter	Freshmen students will participate in an overnighter trip prior to entering DVD to increase their connectedness to the school culture. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience.	$38,170.00	No
2.6	Assistant principal staffing	To ensure the academic success of all students, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues.	$158,721.00	No
2.7	Additional Counseling staffing	DVD will maintain an additional counselor to ensure an even lower student to counselor ratio on campus to increase supports for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, in the areas of academics, socioemotional issues, and college & career support.	$128,006.00	Yes
2.8	School Climate & Culture Staffing	The school environment at Da Vinci Design will be a space where everyone feels safe, welcome, that they belong, and that they can express themselves. Students and educators will work together in a culture of mutual respect and trust, and all educators will set and uphold clear, positively-framed expectations for student behavior: mindful, responsible and respectful. When conflicts arise, space will be provided for community and individual needs to be met, and all will be treated with compassion and	$183,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		given opportunities to repair harm. MTSS staff will support the school climate and culture goals by creating proactive, positive culture building systems. They will provide the school support team with multiple opportunities for professional learning to strengthen behavior strategies, set clear work expectations, and promote a safe, supportive learning environment for all students and also use data proactively and systematically to ensure targeted success (behavioral, academic, and attendance interventions) for unduplicated students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard: English Language Arts	On the 2023 CA School Dashboard, DVD students scored 10.4 points above standard in ELA, an increase of 24.4 points from the	On the 2024 CA School Dashboard, DVD students scored 4.9 points above standard in ELA, a decrease of	On the 2025 CA School Dashboard, DVD students scored 7.1 points below standard in ELA, a decrease of	DVD will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.	Decline of 12 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year before, for a Green overall dashboard rating.	5.5 points from the year before, for a Yellow overall dashboard rating.	12 points from the year before, for an Orange overall dashboard rating.		
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 CA School Dashboard, our 73 SED students at DVD scored 8.9 points below standard in English, an increase of 37.1 points from the year before for a Yellow overall dashboard rating. DVD only had fifteen 11th grade EL students in 2023, no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, our 61 SED students at DVD scored 11.4 points below standard in English, a decrease of 2.5 points from the year before for an Orange overall dashboard rating. English Learners scored 63.4 points below standard, a decrease of 5 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	On the 2025 CA School Dashboard, our 65 SEL students at DVD scored 21.7 points below standard in English, a decrease of 10.3 points from the year before for an Orange overall dashboard rating. English Learners scored 134.4 points below standard, a decrease of 71.1 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	DVD will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.	SED: Decline of 10.3 points. EL: Decline of 71.1 points.
3.3	PSAT Evidence-Based Reading and Writing (ERW): 11th grade college readiness	In Fall 2023, 33% of the 116 juniors in the 2025 cohort met the benchmark on their ERW PSAT, and 14% of students were approaching benchmark, demonstrating that 47%	In Fall 2024, 42% of the 112 juniors in the 2026 cohort tested met the benchmark on their ERW PSAT, and 16% of students were approaching	In Fall 2025, 43% of the 130 juniors in the 2027 cohort tested met the benchmark on their ERW PSAT, and 15% of students were approaching	PSAT ERW Met & Approaching benchmark scores will improve and then maintain at a rate higher than 75%.	Meeting benchmark: Increase of 1%. On Track: Maintained with no change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of juniors were on track for college readiness in English.	benchmark, demonstrating that 58% of juniors were on track for college readiness in English.	benchmark, demonstrating that 58% of juniors were on track for college readiness in English.		
3.4	PSAT Evidence-Based Reading and Writing (ERW): 12th grade college readiness growth and achievement	DVD 2024 cohort growth: the 2024 cohort juniors took the Fall PSAT in 2022 but not in 2021, so no growth from 10th to 11th grade was measured. However, with a mean PSAT ERW score of 510 in 11th grade, they did meet the college readiness benchmark of 460 for the PSAT ERW. The 13 students in the 2024 cohort who took the PSAT in Fall 2022 and the SAT in Fall 2023 also met the projected mean score of 510-550 for the Fall 2023 SAT with a score of 540, which also exceeded overall SAT ERW college readiness benchmark of 480.	DVD 2025 cohort ERW growth: PSAT 10 to PSAT 11 (93 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +10 PSAT 11 to SAT 11 (31 students) Projected Mean Score: Met College Readiness: Met Mean score change: +40 SAT 11 to SAT 12 (21 students) Projected Mean Score: Met College Readiness: Met	DVD 2026 cohort ERW growth: PSAT 9 to PSAT 10 (97 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +30 PSAT 10 to PSAT 11 (96 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: 0 PSAT 11 to SAT 11 (15 students) Projected Mean Score: Met	DVD students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.	PSAT 9 to PSAT 10: Increase of 30 points. PSAT 10 to PSAT 11: Maintained with no change. PSAT 11 to SAT 11: Increase of 40 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean score change: +20	College Readiness: Met Mean score change: +40		
3.5	CA Dashboard: English Learner Progress Indicator (ELPI)	On the 2023 CA School Dashboard, 57.1% of DVD EL students made progress towards English Language Proficiency, an increase of 10.5%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, 25% of DVD EL students made progress towards English Language Proficiency, a decline of 32.1%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2025 CA School Dashboard, 34.8% of DVD EL students made progress towards English Language Proficiency, an increase of 9.8%. No color rating for EL students was given because there were fewer than 30 students in the subgroup.	DVD will annually improve ELPI scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.	Increase of 9.8%.

Goal Analysis [2025-26]

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

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

Implementation of Goal 3 actions at Da Vinci Design continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. The school maintained its commitment to a holistic and data-informed approach to evaluating English Language Arts achievement, with planned actions including PSAT and SAT administration and tracking, CAASPP and ELPAC data analysis, EL coordination, intervention supports, and diagnostic testing all carried out as intended.

However, Year 2 brought significant challenges in ELA outcomes that represent the most pressing concern under this goal. Overall CAASPP ELA scores declined by 12 points, moving from 4.9 points above standard in Year 1 to 7.1 points below standard in Year 2 and dropping from a Yellow to an Orange Dashboard rating, a meaningful reversal that signals the need for urgent and targeted instructional attention. SED students similarly declined by 10.3 points, deepening to 21.7 points below standard and maintaining an Orange rating, and EL students declined sharply by 71.1 points to 134.4 points below standard, underscoring the severity of the achievement gap for this subgroup. These declines are especially concerning given that they occurred despite consistent implementation of planned supports, suggesting that the current intensity and approach of ELA interventions may need significant refinement.

A relative bright spot in Year 2 was the stability and modest growth in PSAT college readiness data, with 58% of juniors on track for college readiness in English, unchanged from Year 1 but representing a meaningful 11-percentage-point improvement over baseline, and the class of 2026 cohort showing strong score gains at key assessment transitions, including a 30-point improvement from PSAT 9 to PSAT 10 and a 40-point gain from PSAT 11 to SAT 11. ELPI results also showed a modest recovery, with 34.8% of EL students making progress toward English Language Proficiency in Year 2, up 9.8 points from the 25% recorded in Year 1, though no color rating was awarded due to subgroup size and the rate remains well below the 57.1% baseline. Overall, while implementation of planned actions was consistent, the significant declines in CAASPP ELA scores for all students and unduplicated subgroups represent a serious challenge that will require intensified focus, earlier intervention, and more targeted instructional strategies heading into Year 3.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 3 actions in Year 2. Funds allocated for ELA intervention and support seminar programs, English Learner support courses and EL Coordinator stipend, English diagnostic and reading programs through NWEA MAP assessment, MTSS committee stipends, the ELA Intervention Specialist, and PSAT and SAT preparation and testing fees were all utilized as planned and in alignment with intended purposes. Academic coaching staffing for ELA and history, Gravity Assist tutoring, and teacher stipends for EL and learning lab support were implemented as budgeted. Diagnostic assessment costs through NWEA MAP were split consistently with Goal 4 as planned, and PSAT and SAT testing fees were similarly divided with Goal 4 in accordance with the planned budget structure. MTSS committee stipends were distributed across five grade-level leads as intended. While all services were delivered as budgeted, the significant declines in CAASPP ELA scores for all students and unduplicated subgroups in Year 2 reflect the complexity and depth of the instructional challenges DVD faces in this area rather than any deviation from planned expenditures or service delivery, and will inform a more intensive and targeted approach to ELA intervention investment in Year 3.

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

The specific actions under Goal 3 at Da Vinci Design demonstrated limited overall effectiveness in Year 2 in terms of CAASPP ELA proficiency outcomes, with scores declining significantly for all students and both unduplicated subgroups despite consistent implementation of all planned supports. This represents the most urgent area of concern in the LCAP and will require a substantially more intensive and targeted response in Year 3.

Action 3.1- intervention and support seminar programs in English, continued to provide ELA intervention courses and academic coaching with priority access for unduplicated students, but the 12-point decline in overall CAASPP ELA scores, moving from 4.9 points above standard in Year 1 to 7.1 points below standard in Year 2 and dropping to an Orange Dashboard rating, indicates that the current structure and intensity of these interventions have not been sufficient to arrest the downward trend. The gap between service delivery and outcome data suggests that intervention supports need to be more precisely targeted to the specific skill deficits driving score declines, with stronger systems for monitoring student response to intervention and adjusting supports accordingly.

Action 3.2- the English Learner support course and EL Coordinator, showed one area of positive movement in Year 2, with ELPI results recovering modestly from 25% in Year 1 to 34.8%, a 9.8-point increase, suggesting that the EL Coordinator role and ELD seminar supports are beginning to positively influence language proficiency progress. However, the 71.1-point decline in EL CAASPP ELA scores in Year 2, the most severe subgroup decline across all metrics, makes clear that the current scope and intensity of EL language development supports are far from sufficient to address the depth of the achievement gap for English Learners, and a substantially more robust and coordinated approach will be essential in Year 3.

Action 3.3- English diagnostics and reading programs through NWEA MAP, continued to provide foundational diagnostic data to support scaffolding, differentiated instruction, and course placement decisions. However, the persistent and deepening decline in CAASPP ELA scores across all groups despite the availability of diagnostic tools indicates that the connection between diagnostic data and meaningful instructional adjustment has not been strong or consistent enough, and stronger protocols for using diagnostic results to drive classroom-level changes will be a critical focus in Year 3. The stability in PSAT ERW college readiness, with 58% of juniors on track in Year 2, unchanged from Year 1 and representing an 11-point improvement over baseline, suggests that diagnostic-informed instruction may be more effectively supporting college readiness preparation than it is supporting broader CAASPP proficiency, and this distinction will be important to address in Year 3 planning.

Action 3.4- MTSS supports, continued to provide a framework for identifying and coordinating tiered academic and behavioral interventions through five grade-level MTSS committee leads. The class of 2026 cohort growth data, including a 30-point gain from PSAT 9 to PSAT 10 and a 40-point gain from PSAT 11 to SAT 11, reflects the cumulative positive impact of sustained tiered supports on college readiness preparation over time. However, the severity of the CAASPP ELA declines indicates that MTSS academic supports, particularly at Tier 2 and Tier 3 for ELA-specific needs, require significantly greater fidelity of implementation and more intensive application to produce measurable proficiency gains in Year 3.

Action 3.5- the ELA Intervention Specialist, remains one of the most directly targeted and potentially high-impact actions under Goal 3, providing individual and small group Tier II and III instruction and coaching to ELA teachers. The depth and breadth of the ELA score declines in Year 2 suggest that while this role is an important and necessary investment, its reach, intensity, and alignment with the most urgent student needs will need to be expanded and strengthened in Year 3 to produce the level of impact required to reverse the current trajectory.

Action 3.6- PSAT and SAT test and prep course fees, continued to demonstrate relative effectiveness in supporting college readiness preparation, with 58% of juniors on track for college readiness in English in Year 2, holding steady from Year 1, and the class of 2026 cohort meeting projected mean score targets at multiple assessment transitions with meaningful score gains. The no-cost access model for unduplicated students continues to support equitable participation in college readiness assessment and represents one of the more consistently effective elements of Goal 3 implementation.

Overall, the Year 2 data presents an urgent and clear signal that while all actions were implemented as planned, the current approach to ELA intervention and support across Goal 3 must be significantly intensified, better coordinated, and more directly and immediately responsive to the specific and deepening needs of all students, particularly English Learners and socioeconomically disadvantaged students, heading into Year 3.

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

Reflecting on implementation and outcomes through Year 2, the core goal and planned actions for Goal 3 remain in place, as the overall framework continues to provide the foundational structure needed to address ELA achievement at Da Vinci Design. However, the significant and accelerating declines in CAASPP ELA scores across all students and both unduplicated subgroups in Year 2, including a 12-point overall decline, a 10.3-point drop for SED students, and a devastating 71.1-point decline for English Learners, represent an urgent call for meaningful changes in emphasis, intensity, and strategy heading into Year 3. These declines did not occur in isolation but rather built upon a prior year of decline, making the cumulative trajectory deeply concerning and demanding a more substantive response than incremental refinement.

In Year 3, ELA intervention supports will be significantly intensified, with a stronger and more systematic connection between NWEA MAP diagnostic data and classroom-level instructional adjustments, more rigorous monitoring of student response to intervention, and earlier identification of students requiring Tier 2 and Tier 3 supports. The ELA Intervention Specialist role will be leveraged more broadly in Year 3, with expanded reach into ELA classrooms through teacher coaching and more consistent delivery of targeted small group and individual instruction for the students with the greatest identified need. Professional development for ELA teachers will be prioritized in Year 3, with a focus on evidence-based literacy strategies, culturally responsive pedagogy, and effective scaffolding for diverse learners, particularly English Learners and socioeconomically disadvantaged students. Given the severity of the EL CAASPP ELA decline, the EL Coordinator role will be used more proactively in Year 3 to connect ELPAC and ELPI data trends to timely instructional responses, and closer collaboration between the EL Coordinator, ELA Intervention Specialist, and classroom teachers will be a structural priority. Mid-year formative assessment data, including IAB and FIAB benchmark assessments, will be used more intentionally in Year 3 to identify student needs earlier in the year and allow for more timely instructional intervention prior to CAASPP testing.

The PSAT and SAT preparation model will continue unchanged given its demonstrated effectiveness in supporting college readiness, with sustained no-cost access for unduplicated students and continued attention to cohort growth data as an indicator of longitudinal progress. While the long-term Dashboard targets remain in place, the immediate priority for Year 3 is to arrest the current decline, reestablish upward momentum in ELA scores for all students, and make measurable progress in closing the achievement gaps that have widened significantly for EL and SED students over the course of this LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention and support seminar programs in English	Students in need of English interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$43,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	English Learner support course & Coordinator	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development seminars for EL students working to make progress in proficiency will also be funded.	$7,625.00	Yes
3.3	English diagnostics/ reading programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils were provided diagnostic tests in ELA at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.	$20,872.00	Yes
3.4	MTSS Supports	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$3,138.00	Yes
3.5	English Language Intervention Specialist	The ELA Intervention Specialist will support student achievement in the area of ELA and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to ELA teachers. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$59,080.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	$4,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard: Mathematics Indicator	On the 2023 CA School Dashboard, DVD students scored 79.2 points below standard in Math, an increase of 27.1 points from the year before, for a	On the 2024 CA School Dashboard, DVD students scored 95.7 points below standard in Math, a decrease of 16.5 points from	On the 2025 CA School Dashboard, DVD students scored 97 points below standard in Math, a decrease of 1.3 points from	DVD will maintain a Blue or Green rating on the CA School Dashboard.	Decline of 1.3 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow overall dashboard rating.	the year before, for an Orange overall dashboard rating.	the year before, for an Orange overall dashboard rating.		
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 CA School Dashboard, our 73 SEL students at DVD scored 109.5 points below standard in Math, an increase of 22.3 points from the year before for a Yellow overall dashboard rating. DVD only had fifteen 11th grade EL students tested in 2023, no color rating for EL students was given because there were fewer than 30 students in the subgroup.	On the 2024 CA School Dashboard, our 62 SEL students at DVD scored 117.2 points below standard in Math, a decrease of 7.7 points from the year before for a Red overall dashboard rating. English Learners scored 173.7 points below standard, a decrease of 30.4 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	On the 2025 CA School Dashboard, our 65 SEL students at DVD scored 103.6 points below standard in Math, an increase of 13.6 points from the year before for a Yellow overall dashboard rating. English Learners scored 175.2 points below standard, a decrease of 1.5 points, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	DVD will maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED: Increase of 13.6 points. EL: Decline of 1.5 points.
4.3	PSAT Math: 11th grade college readiness	In Fall 2023, 8% of the 116 juniors in the 2025 cohort met the benchmark on their Math PSAT, and 8% of students were approaching benchmark, demonstrating that 16% of juniors were on track	In Fall 2024, 7% of the 112 juniors tested met the benchmark on their Math PSAT, and 8% of students were approaching benchmark, demonstrating that	In Fall 2025, 13% of the 130 juniors tested met the benchmark on their Math PSAT, and 1% of students were approaching benchmark, demonstrating that	PSAT Math Met & Approaching benchmark scores will improve and then maintain at a rate higher than 50%.	Met benchmark: Increase of 6%. On track: Decline 1%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for college readiness in Math.	15% of juniors were on track for college readiness in Math.	14% of juniors were on track for college readiness in Math.		
4.4	PSAT Math: 12th grade college readiness growth and achievement	DVD 2024 cohort growth: the 2024 cohort juniors took the Fall PSAT in 2022 but not in 2021, so no growth from 10th to 11th grade was measured. However, with a mean PSAT Math score of 470 in 11th grade, they did not meet the college readiness benchmark of 510 for the PSAT Math. The 13 students in the 2024 cohort who took the PSAT in Fall 2022 and the SAT in Fall 2023 also met the projected mean score of 470-510 for the Fall 2023 SAT with a score of 510, but did not meet overall SAT Math college readiness benchmark of 530.	DVD 2025 cohort Math growth: PSAT 10 to PSAT 11 (93 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +50 PSAT 11 to SAT 11 (31 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +20 SAT 11 to SAT 12 (21 students) Projected Mean Score: Met College Readiness: Not Met	DVD 2026 cohort Math growth: PSAT 9 to PSAT 10 (97 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +10 PSAT 10 to PSAT 11 (96 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: -10 PSAT 11 to SAT 11 (15 students) Projected Mean Score: Met College Readiness: Not Met	DVD students will continue to meet projected mean score and will improve to meet benchmark outcomes on PSAT and SAT Math exams.	PSAT 9 to PSAT 10: Increase of 10 points. PSAT 10 to PSAT 11: Decline of 10 points. PSAT 11 to SAT 11: Increase of 30 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mean score change: +10	Mean score change: +30		

Goal Analysis [2025-26]

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

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

Implementation of Goal 4 actions at Da Vinci Design continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. The school maintained its commitment to a holistic and data-informed approach to evaluating mathematics achievement, with planned actions including PSAT administration and tracking, CAASPP and MAP diagnostic data analysis, math intervention supports, MTSS coordination, and targeted supports for unduplicated students all carried out as intended. Year 2 brought mixed results in math outcomes that reflect both areas of meaningful progress and persistent challenges requiring urgent attention.

On the positive side, SED students showed a notable improvement of 13.6 points on the Math Dashboard in Year 2, moving from 117.2 points below standard to 103.6 points below standard and earning a Yellow Dashboard rating, a significant recovery from the Red rating in Year 1, representing the most encouraging result under this goal and suggesting that targeted supports for socioeconomically disadvantaged students are beginning to have a meaningful impact. Overall CAASPP Math scores continued to decline modestly, dropping an additional 1.3 points to 97 points below standard in Year 2, maintaining an Orange Dashboard rating, though the rate of decline has slowed considerably from the 16.5-point drop recorded in Year 1. EL students declined marginally by 1.5 points to 175.2 points below standard, with no color rating awarded due to subgroup size, indicating that the deep Math achievement gap for English Learners remains largely unaddressed. PSAT Math college readiness data showed a modest improvement in benchmark attainment, with 13% of juniors meeting the benchmark in Year 2, up from 7% in Year 1, though overall college readiness on track rates remained essentially flat at 14%, and college readiness benchmarks continued to go unmet across all cohort assessment transitions.

Longitudinal cohort growth data showed positive score gains at several transitions, including a strong 50-point gain from PSAT 10 to PSAT 11 for the class of 2025 and a 30-point gain from PSAT 11 to SAT 11 for the class of 2026, reflecting the cumulative impact of sustained math supports on student growth over time, though projected mean scores were not met at every transition and college readiness benchmarks remained out of reach. Overall, while implementation was consistent and some stabilization and subgroup improvement is evident in Year 2, the persistent Orange Dashboard rating and the continued failure to approach college readiness benchmarks in Math underscore that the current approach requires further intensification and refinement heading into Year 3.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 4 actions in Year 2. Funds allocated for math intervention and support seminar programs including academic coaching staffing, Gravity Assist tutoring, and math intervention teacher stipends, math diagnostic programs through NWEA MAP and CPM curriculum, MTSS committee stipends, the summer bridge program, PSAT and SAT preparation and testing fees, and the Mathematics Intervention Specialist were all utilized as planned and in alignment with intended purposes. The two academic coaches funded through Action 4.1 were deployed as budgeted, and Gravity Assist tutoring continued at the planned funding level with priority access for unduplicated students. Diagnostic assessment costs through NWEA MAP and CPM curriculum resources were implemented as budgeted, with MAP costs split consistently with Goal 3 as planned. MTSS committee stipends were distributed across five grade-level leads as intended, and the summer bridge math program was implemented as planned for incoming freshmen requiring additional foundational math support. PSAT and SAT testing fees were split consistently with Goal 3 in accordance with the planned budget structure. The Mathematics Intervention Specialist role, including the intervention specialist salary split with Goal 3, math stipends, pre-calculus extra period support, and credit recovery stipend, was funded and implemented as budgeted. The estimated percentage of improved services provided to unduplicated students remained consistent with the original plan, with priority access to intervention, tutoring, and diagnostic-informed supports maintained throughout the year. While services were delivered as budgeted, the mixed math outcome data in Year 2 reflects the complexity of the achievement challenges at DVD rather than any deviation from planned expenditures or service delivery.

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

The specific actions under Goal 4 at Da Vinci Design demonstrated mixed but somewhat more encouraging results in Year 2 compared to Year 1, with one area of meaningful subgroup improvement alongside persistent challenges in overall proficiency and college readiness.

Action 4.1- intervention and support seminar programs in mathematics, continued to provide students with access to math intervention courses and academic coaching with priority access for unduplicated students, and while overall CAASPP Math scores declined by an additional 1.3 points to 97 points below standard in Year 2, the dramatic slowing of the rate of decline from the 16.5-point drop in Year 1 suggests that intervention supports may be beginning to moderate the downward trajectory, even if they have not yet produced measurable improvement. The most significant positive outcome under this action in Year 2 was the 13.6-point improvement for SED students on the Math Dashboard, recovering from 117.2 points below standard to 103.6 and earning a Yellow rating, a meaningful reversal of the Red rating earned in Year 1 that points to the growing effectiveness of prioritizing unduplicated students in intervention and coaching opportunities.

Action 4.2- math diagnostics and math programs through NWEA MAP and CPM curriculum, continued to provide diagnostic data to support course placement, scaffolding, and differentiated instruction, and the improvement in SED Dashboard scores in Year 2 suggests that diagnostic-informed instructional decisions are having a more positive impact on this subgroup than in prior years. However, EL students declined marginally by an additional 1.5 points to 175.2 points below standard, indicating that diagnostic tools and instructional adjustments have not yet been sufficient to address the depth of the math achievement gap for English Learners, and more targeted and intensive use of diagnostic data for this subgroup will be essential in Year 3.

Action 4.3- multi-tiered support systems, continued to provide a framework for identifying and coordinating tiered academic and behavioral interventions through five grade-level MTSS committee leads, and the SED Dashboard recovery in Year 2 reflects the cumulative positive impact of sustained tiered supports for socioeconomically disadvantaged students. PSAT Math college readiness data showed a modest improvement in benchmark attainment, with 13% of juniors meeting the benchmark in Year 2, up from 7% in Year 1, though overall on-track rates remained essentially flat at 14%, suggesting that MTSS math-specific Tier 2 and Tier 3 supports are producing some gains but have not yet reached the intensity needed to move students meaningfully toward college readiness thresholds. Action 4.4, the summer bridge program, continued to provide foundational math support for incoming freshmen requiring additional preparation before entering high school coursework, and while specific participation and outcome data for this program is limited, the persistent depth of math skill gaps across all student groups underscores the continued importance of early foundational intervention and the need to ensure that summer bridge supports are well-targeted and robustly implemented.

Action 4.5- PSAT and SAT test and prep course fees, showed mixed but partially encouraging results in Year 2, with the class of 2025 cohort meeting projected mean score targets at all three assessment transitions and achieving a strong 50-point gain from PSAT 10 to PSAT 11, and the class of 2026 showing positive gains at several transitions including a 30-point improvement from PSAT 11 to SAT 11. The no-cost access model for unduplicated students continues to support equitable participation in college readiness preparation, though college readiness benchmarks in Math remained unmet across all cohort transitions in Year 2 and the PSAT 10 to PSAT 11 transition for the class of 2026 showed a 10-point decline, indicating that the impact of test preparation on actual readiness outcomes remains limited and will require continued refinement.

Action 4.6- the Mathematics Intervention Specialist, continued to provide Tier II and III individual and small group instruction and coaching to Math teachers, and the improvement in SED Dashboard scores and the positive longitudinal score gains seen across multiple cohort transitions in Year 2 suggest that this role is contributing meaningfully to student growth over time. However, the continued failure to meet college readiness benchmarks at any assessment transition and the EL decline indicate that the specialist's reach and the intensity and alignment of Tier II and III math interventions will need to be further expanded and strengthened in Year 3 to produce the level of impact needed to close the persistent achievement gaps that remain.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 4 at Da Vinci Design remain unchanged, as the overall framework continues to provide the foundational structure needed to address math achievement challenges at DVD. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis and refinement heading into Year 3.

The meaningful recovery in SED Dashboard scores, improving by 13.6 points and earning a Yellow rating after the Red rating in Year 1, is the most encouraging signal in Year 2 and validates the continued investment in math intervention courses, academic coaching, the Mathematics Intervention Specialist, and MTSS supports with intentional prioritization of unduplicated students. These actions will all be sustained and strengthened in Year 3 with a continued focus on ensuring unduplicated students receive timely, data-informed, and sufficiently intensive support. The slowing of the overall CAASPP Math decline from 16.5 points in Year 1 to 1.3 points in Year 2 provides cautious encouragement that current actions are beginning to stabilize outcomes, but the persistent Orange Dashboard rating and the continued deep deficit of 97 points below standard make clear that stabilization is not sufficient and that more intensive and targeted intervention will be required to produce meaningful proficiency gains in Year 3.

The continued failure to meet college readiness benchmarks in Math across all cohort transitions, despite meeting projected mean score targets at most transitions, reinforces the need for greater alignment between math instruction, intervention curriculum, and the specific skills assessed at the college readiness threshold. In Year 3, Tier 2 and Tier 3 math-specific interventions will be strengthened, with more dedicated intervention periods, more intentional use of NWEA MAP, IAB, and FIAB formative assessment data to identify skill gaps earlier in the year, and more systematic protocols for adjusting instruction based on diagnostic results before CAASPP testing.

The EL math achievement gap, with English Learners scoring 175.2 points below standard and declining marginally in Year 2, remains a critical area of concern that has not yet been meaningfully addressed by current actions. Year 3 will include more intentional integration of language scaffolds, sheltered instruction strategies, and co-teaching approaches in math courses to improve EL access to rigorous math content, building on the coordinated approach established between EL supports and academic intervention in prior years. Math-specific professional development will continue to be a priority in Year 3, with focused training for math teachers on evidence-based pedagogy for unduplicated learners, effective use of formative assessment data, and strategies for addressing unfinished learning and foundational skill gaps that continue to drive the achievement deficits seen in CAASPP and PSAT Math outcomes. The summer bridge program will continue to provide foundational math support for incoming freshmen, with attention to ensuring that students with the greatest identified need are actively recruited and supported in participation. Overall, Year 3 planning reflects both a recognition of the genuine progress made in Year 2 and a clear-eyed commitment to the substantially more intensive and targeted effort that will be required to move Da Vinci Design students toward meaningful and sustained improvement in math proficiency and college readiness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention and support seminar programs in mathematics	Students in need of Math interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$48,807.00	Yes
4.2	Math diagnostics/ math programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils were provided diagnostic tests in math at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery-based grading to implement proper interventions as well as measure student growth.	$23,428.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Multi-tiered support systems	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$3,137.00	Yes
4.4	Summer bridge program	Summer school math courses will be made available for incoming freshmen who need additional foundational math support.	$8,650.00	No
4.5	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	$4,000.00	No
4.6	Mathematics Intervention Specialist	The Math Intervention Specialist will support student achievement in the area of Math and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to Math teachers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$66,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard: 4-Year Cohort Grad Rate	On the 2023 CA School Dashboard, DVD had a 4-year cohort graduation rate of 99.2%, an increase of 2.2% points from the year before, for a Blue	On the 2024 CA School Dashboard, DVD had a 5-year cohort graduation rate of 98.5%, a decrease of 0.7% points from the year before, for a	On the 2025 CA School Dashboard, DVD had a 5-year cohort graduation rate of 97%, a decrease of 1.5% points from the year before, for a	Cohort graduation rate will be Very High by state standards (at least 95%).	Maintained Blue rating with decline of 1.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	Blue overall dashboard rating.	Blue overall dashboard rating.		
5.2	Cohort Dropout rate: DVD students will remain 4-Year Cohort Dropout Rate	The 4-year cohort dropout rate for the class of 2023 was .79% (1 student).	The 4-year cohort dropout rate for the class of 2024 was 0% (0 students).	The 4-year cohort dropout rate for the class of 2025 was 0% (0 students).	The dropout rate will remain less than 2%.	Maintained at 0 dropouts.
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 81.7% of DVD students were rated by the state as Prepared, for a Very High dashboard rating. No CCI ratings were reported on the 2022 dashboard, so change and color ratings for this metric will not be reported until the 2024 dashboard.	On the 2024 CA School Dashboard, 81.7% of DVD students were rated by the state as Prepared, a decrease of 0.1% from the year before, for a Blue overall dashboard rating.	On the 2025 CA School Dashboard, 80.5% of DVD students were rated by the state as Prepared, a decrease of 1.2% from the year before, for a Blue overall dashboard rating.	DVD will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Maintained Blue rating with decline of 1.2%.
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 78.2% of DVD SED students were rated as prepared on the College & Career indicator, for a Very High rating on the dashboard. DVD only had five 12th grade EL graduates in 2023, which is not enough students to have preparedness reported on the CA Dashboard for this year. No CCI ratings were reported on the 2022 dashboard, so change and color	On the 2024 CA School Dashboard, 82% of DVD SED students were rated as prepared on the College & Career indicator, an increase of 3.9% from the previous year, for an overall Blue rating. English Learners were 72.7% prepared, though no color rating for EL students was awarded by the	On the 2025 CA School Dashboard, 80.2% of DVD SED students were rated as prepared on the College & Career indicator, a decrease of 1.8% from the previous year, for an overall Blue rating. English Learners were 76.9% prepared, an increase of 4.2% from the previous year, though no	DVD will maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.	SED: Decline of 1.8%, maintained Blue rating. EL: Increase of 4.2%, no color assigned.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ratings for this metric will not be reported until the 2024 dashboard.	state due to an EL population fewer than 30 students.	color rating for EL students was awarded by the state due to an EL population fewer than 30 students.		
5.5	Broad course of study: A-G eligibility rate	84.3% of the class of 2023 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	93.1% of the class of 2024 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	91% of the class of 2025 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	DVD will maintain A-G course eligibility rates above 90%.	Decline of 2.1%. Maintained above 90% target.
5.6	Career Technical Education (CTE) pathway completion rate	84% of the class of 2023 graduating cohort completed a CTE course pathway.	80.2% of the class of 2024 graduating cohort completed a CTE course pathway.	82% of the class of 2025 graduating cohort completed a CTE course pathway.	DVD will increase and then maintain CTE pathway completion rates to remain above 50%.	Increase of 1.8%. Maintained above 50% target.

Goal Analysis [2025-26]

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

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

Implementation of Goal 5 actions at Da Vinci Design continued as planned in Year 2, with no substantive differences between intended actions and actual implementation. The school maintained its commitment to preparing all graduates with the 21st century skills, college and career readiness supports, and real-world learning experiences necessary for success beyond high school, with planned actions including A-G aligned coursework, CTE pathway programming, college and career counseling, dual enrollment opportunities, PSAT and SAT preparation, and student leadership development all carried out as intended throughout the year.

Overall, Year 2 reflected strong and sustained performance across most Goal 5 metrics, with several key indicators maintaining high ratings for the third consecutive year. The graduation rate remained at 97%, maintaining a Blue Dashboard rating and well above the 95% target, and the dropout rate held at 0% for the second consecutive year, reflecting the effectiveness of credit recovery, counseling, and student support systems in keeping all students on track through graduation. A-G eligibility remained above the 90% target at 91% for the class of 2025, sustaining the significant gains made in Year 1, and CTE pathway completion improved modestly from 80.2% in Year 1 to 82% in Year

2, both well above the 50% target. The College and Career Indicator maintained a Blue Dashboard rating for the third consecutive year, with 80.5% of graduates rated as Prepared schoolwide and 80.2% of SED students rated as Prepared, both maintaining Blue ratings despite modest year-over-year declines. A notable bright spot in Year 2 was the improvement in EL student CCI preparedness, rising from 72.7% in Year 1 to 76.9% in Year 2, a 4.2-percentage-point gain, though no color rating was awarded due to subgroup size. The most consistent challenge across Year 2 is the modest but continued decline across multiple Goal 5 metrics, including graduation rate, CCI overall and SED, and A-G eligibility, all of which remain above their targets but reflect a slow downward trend that will require monitoring and proactive attention in Year 3 to ensure the strong foundation established at Da Vinci Design is sustained and strengthened for future graduating cohorts.

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

There were no material differences between budgeted and estimated actual expenditures for Goal 5 actions in Year 2. Funds allocated for credit recovery programs including Edgenuity Imagine Learning and the Flex Consultant, summer school core content courses, college courses and dual enrollment stipends, and the CTE program including teacher staffing, equipment and materials, real world learning coordination, Naviance, Parchment, college and career readiness coursework, and transportation for college and career field trips were all utilized as planned and in alignment with intended purposes. The substantial investment in CTE teacher staffing and real world learning programming was implemented as budgeted and is reflected in the sustained CTE pathway completion rate of 82% and the maintained A-G eligibility rate of 91% in Year 2. Credit recovery resources through Edgenuity Imagine Learning and the Flex Consultant were deployed as planned with continued priority access for unduplicated students, and summer school courses were made available as intended for students with credit recovery and foundational skill needs. Dual enrollment stipends for two teachers were utilized as budgeted to support college course access for students. Any minor variances were attributable to routine operational factors and did not materially affect the delivery or quality of planned services.

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

The specific actions under Goal 5 at Da Vinci Design continued to demonstrate strong overall effectiveness in Year 2, with all key metrics maintaining performance above their targets and Blue Dashboard ratings sustained across graduation, CCI, and college readiness indicators, while a pattern of modest declines signals the need for proactive attention heading into Year 3.

Action 5.1- credit recovery, remained highly effective in Year 2, with the dropout rate holding at 0% for the second consecutive year and the graduation rate maintaining a Blue Dashboard rating at 97%, well above the 95% target. The Edgenuity Imagine Learning and Flex Consultant platforms continued to provide accessible and flexible credit recovery pathways for students at risk, with unduplicated students prioritized for support, and their sustained effectiveness is most clearly evidenced by the continued absence of any dropouts across the student population. The modest 1.5-percentage-point decline in graduation rate from Year 1 to Year 2, while still well above target, suggests that a small number of students continue to face barriers to on-time completion that will benefit from earlier identification and more proactive intervention in Year 3.

Action 5.2- summer school, continued to support core content credit recovery and foundational skill development for students with identified needs, and its contribution to the sustained 0% dropout rate and strong graduation outcomes reflects the value of flexible learning options available beyond the traditional school year.

Action 5.3- college courses and dual enrollment, continued to support student access to postsecondary academic experiences through two dual enrollment teacher stipends, and the maintained Blue CCI rating, with 80.5% of graduates rated as Prepared in Year 2, reflects the cumulative positive impact of dual enrollment opportunities in building college readiness and confidence among Da Vinci Design students. The modest 1.2-percentage-point decline in overall CCI from Year 1 to Year 2, while maintaining a Blue rating, suggests that continued investment in expanding and deepening college course access will be important to sustaining and improving preparedness rates.

Action 5.4- the CTE program, staffing, and credentialing costs, remained the most comprehensively funded and implemented action under Goal 5 and continued to demonstrate strong effectiveness across multiple metrics in Year 2. CTE pathway completion improved modestly from 80.2% in Year 1 to 82% in Year 2, remaining well above the 50% target and reflecting the continued strength of real world learning programming, industry partnerships, internships, and career-connected learning opportunities in engaging students in meaningful pathway experiences. A-G eligibility was maintained above the 90% target at 91% for the class of 2025, sustaining the significant gains established in Year 1 and reflecting the effectiveness of the college and career readiness coursework, Naviance college and career exploration tools, and counseling supports in ensuring students complete the coursework necessary for four-year university access. The CCI for SED students declined modestly from 82% in Year 1 to 80.2% in Year 2, maintaining a Blue rating, while EL student CCI preparedness improved meaningfully from 72.7% to 76.9%, a 4.2-percentage-point gain, suggesting that the real world learning and college readiness framework is increasingly supporting equitable outcomes for English Learner graduates, even as the SED rate requires renewed attention.

Overall, Goal 5 actions reflect a strong, well-implemented, and effectively funded framework for college and career preparation, with the sustained 0% dropout rate, maintained Blue ratings across all Dashboard indicators, above-target A-G eligibility and CTE completion rates, and improving EL CCI preparedness representing the most compelling evidence of continued effectiveness, while the slow but consistent pattern of modest declines across multiple metrics underscores the importance of proactive monitoring and targeted reinforcement in Year 3 to ensure Da Vinci Design's strong college and career readiness outcomes are sustained and strengthened for all students.

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

Reflecting on implementation and outcomes through Year 2, the core goal, metrics, and planned actions for Goal 5 at Da Vinci Design remain unchanged, as the overall framework has proven consistently effective in supporting college and career preparation, CTE pathway completion, and student retention across all three years of this LCAP cycle. No major revisions to planned actions are warranted at this time. However, several reflections on prior practice have informed areas of emphasis and refinement heading into Year 3.

The sustained 0% dropout rate and maintained Blue graduation rating validate the continued investment in credit recovery, summer school, and counseling supports, and these will be maintained in Year 3 with continued priority access for unduplicated students and ongoing attention to early identification of students at risk of falling behind on credit attainment. The modest but consistent year-over-year declines in graduation rate, overall CCI, SED CCI, and A-G eligibility, while all remaining above targets and within Blue performance bands, represent the most important pattern identified through Year 2 reflection, and will prompt more proactive monitoring of student progress toward graduation requirements and college readiness milestones throughout the year rather than primarily at the end. CTE pathway completion improved in Year 2 after a decline in Year 1, affirming the effectiveness of the real world learning model, and Year 3 will include continued attention to tracking student persistence and completion across CTE pathways, with counseling checkpoints and targeted supports for students who fall behind in pathway requirements.

The encouraging 4.2-percentage-point improvement in EL student CCI preparedness in Year 2 validates the continued investment in college and career readiness counseling and CTE programming for English Learners, and Year 3 will build on this momentum with sustained targeted supports for EL students in SAT and ACT preparation, college application guidance, and real world learning access. The modest decline in SED CCI from 82% in Year 1 to 80.2% in Year 2, while maintaining a Blue rating, signals a need for renewed intentionality in supporting socioeconomically disadvantaged students through the college and career readiness process, including more targeted counseling outreach, financial aid guidance, and SAT and ACT preparation in Year 3. Professional development aligned with the Marzano instructional framework will continue in Year 3, with a deepened focus on implementing high-leverage instructional strategies that build 21st century skills and habits of heart and mind across content areas, ensuring that the real world learning and college readiness mission of Da Vinci Design is reflected not only in specialized programs but in the everyday instructional experience of every student. Real world learning program participation and industry partnerships will continue to be monitored and strengthened in Year 3, with attention to ensuring equitable access and depth of experience for all students, particularly those from unduplicated groups who may face additional barriers to engagement with internship, mentorship, and career exploration opportunities.

Overall, Year 3 planning reflects a commitment to sustaining and building on the genuine and consistent strengths of Goal 5 implementation while directing more focused and proactive attention to the modest declines that, if left unaddressed, could erode the strong foundation of college and career readiness that Da Vinci Design has worked to build across this LCAP cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Credit recovery	DVD will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for recovery opportunities.	$35,364.00	No
5.2	Summer school	Summer school courses will be made available in core content area courses as determined by student needs.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	College courses and Dual Enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$11,500.00	No
5.4	Career exploration/ CTE program, staffing, & credentialing costs	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. Naviance is a college and career program that further connects student strengths and interests directly to career exploration tools that are in turn connected to college majors and specific colleges strong in those areas. CTE Pathways give students the opportunity for applied learning and the experiences that they need to be prepared to engage in careers beyond high school and college.	$600,846.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$729,305.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.756%	0.000%	$0.00	10.756%

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:** Staff professional development **Need:** In 2025-26, 96% of students achieved a 2.0 or above unweighted GPA in Fall 2025, and 95% of students earned a 2.0 or above in Spring 2026. Socioeconomically Disadvantaged (SED) students had rates lower than non-SED	As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA, allowing schoolwide professional development to serve all students while addressing the specific needs of unduplicated pupils. This approach is especially important given this year's data, which shows that achievement gaps for English Learners and socioeconomically disadvantaged students remain significant, and in some areas have widened, underscoring the need for sustained, targeted investment in teacher	DVD will continue to We will continue to monitor academic progress and access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, with 94.4% of SED students earning a 2.0 GPA or above in Fall, while 97.8% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2026, with 94% of SED students earning a 2.0 GPA or above, while 96% of non-SED students earned a 2.0 or above. The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 82.6% of EL students earned a 2.0 or above GPA in Fall 2025, while 96.7% of non-EL students earned a 2.0 or above. In Spring 2026, the gap widened further: only 78% of EL students earned a 2.0 or above GPA, compared to 96% of non-EL students. In 2025-26, Socioeconomically Disadvantaged (SED) students also have lower CAASPP ELA scores than the All Students results, demonstrating that learning gaps in English persist. In 2025, SED students scored 21.7 points below standard in ELA, while All Students scored 7.1 points below 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. In 2025, EL students scored 134.4 points below standard in ELA (All Students: 7.1 below standard). In Math, Socioeconomically Disadvantaged (SED) students continue to have lower CAASPP scores than the All Students results,	capacity. Teachers will engage in professional learning opportunities both on and off campus to enhance their ability to integrate Common Core Standards with 21st Century Skills, Universal Design for Learning (UDL), and Culturally Responsive Pedagogy. Through ongoing vertical planning in department teams, teachers will align curriculum and instruction to ensure standards are consistently met across grade levels. Professional development will include training in scaffolding, sheltered instruction, and the creation of language-rich classroom environments, all strategies that are essential for English Learners and equally effective for all students. These practices are especially critical for meeting the needs of socioeconomically disadvantaged students, English Learners, foster youth, and students experiencing homelessness, who may enter classrooms with gaps in prior knowledge and inconsistent access to academic support. Research shows that targeted professional development increases teacher efficacy and directly contributes to improved student achievement and GPA outcomes (Darling-Hammond, Hyler, & Gardner, 2017). By investing in teacher growth, Da Vinci Design creates more equitable learning environments and strengthens academic outcomes for all students, with a particular impact on our unduplicated student populations.	

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
	demonstrating that learning gaps in Math remain present. In 2025, SED students scored 103.6 points below standard, while All Students scored 97.0 points below standard in Math. The data is also similar for English Learner (EL) students as compared to their non-EL peers, but again the gaps are larger than those for SED students. In 2025, EL students scored 175.2 points below standard (All Students: 97.0 below standard) in Math. Professional development is essential in equipping teachers with the tools and strategies necessary to meet the diverse needs of all students, particularly those from disadvantaged backgrounds. For unduplicated students, engaging, inclusive, and relevant instruction can make a critical difference in academic achievement. High-quality professional development supports teachers in designing curriculum that is culturally responsive, differentiated, and rooted in data-informed decision-making. These practices help increase student engagement, close achievement gaps, and improve access to core content, ultimately leading to higher GPAs and better long-term educational outcomes for unduplicated students. **Scope:** LEA-wide		
1.5	**Action:** Academic coaching support	As a single-site charter school, all students at Da Vinci Design are enrolled at the same school and	DVD will continue to We will continue to monitor

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: In 2025-26, 96% of students achieved a 2.0 or above unweighted GPA in Fall 2025, and 95% of students earned a 2.0 or above in Spring 2026. Socioeconomically Disadvantaged (SED) students had rates lower than non-SED students, with 94.4% of SED students earning a 2.0 GPA or above in Fall, while 97.8% of non-SED students earned a 2.0 or above. The pattern persisted in Spring 2026, with 94% of SED students earning a 2.0 GPA or above, while 96% of non-SED students earned a 2.0 or above. The results for English Learner (EL) students as compared to their non-EL counterparts show an even wider gap. 82.6% of EL students earned a 2.0 or above GPA in Fall 2025, while 96.7% of non-EL students earned a 2.0 or above. In Spring 2026, the gap widened further: only 78% of EL students earned a 2.0 or above GPA, compared to 96% of non-EL students. In 2025-26, Socioeconomically Disadvantaged (SED) students also have lower CAASPP ELA scores than the All Students results, demonstrating that learning gaps in English persist. In 2025, SED students scored 21.7 points below standard in ELA, while All Students scored 7.1 points below standard.	LEA. While all students benefit from access to academic coaching and tutoring support, these services can be strategically targeted to meet the unique needs of unduplicated students who often face additional academic and systemic challenges. This year's data continues to show notable gaps for English Learners and Socioeconomically Disadvantaged students in both GPA outcomes and CAASPP performance, reinforcing the need for this targeted, schoolwide approach. Academic coaches provide individualized support, helping students build skills, access resources, and develop academic confidence. Through ongoing data analysis and collaboration with staff, coaches can ensure that unduplicated students receive timely, responsive interventions without isolating them from broader school supports. This inclusive approach ensures equity while fostering a culture of high achievement for all students.	academic progress and access to curriculum for unduplicated student groups using student GPAs in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. In 2025, EL students scored 134.4 points below standard in ELA (All Students: 7.1 below standard). In Math, Socioeconomically Disadvantaged (SED) students continue to have lower CAASPP scores than the All Students results, demonstrating that learning gaps in Math remain present. In 2025, SED students scored 103.6 points below standard, while All Students scored 97.0 points below standard in Math. The data is also similar for English Learner (EL) students as compared to their non-EL peers, but again the gaps are larger than those for SED students. In 2025, EL students scored 175.2 points below standard (All Students: 97.0 below standard) in Math. Academic coaches provide targeted, personalized support that helps close these learning gaps by improving instructional strategies, facilitating data-informed decision-making, and promoting effective intervention practices. Additionally, coaches support students' social-emotional development and collaborate with teachers and families to ensure consistent, responsive guidance. This comprehensive support system fosters equity and creates the conditions necessary for unduplicated students to thrive academically and reach their full potential.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Parent/ guardian engagement & communications **Need:** In the Da Vinci Design Fall 2025 parent survey, 89% of all Design parents Agree or Strongly Agree that DVD involves parents in decision-making processes. The results for unduplicated student families are even higher this year for families of English Learners and Socioeconomically Disadvantaged students. 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 96% positive for those who report being Socioeconomically Disadvantaged. Average Daily Attendance for Design students also highlights some concerns. The overall DVD 2025-26 ADA was 93.64%, a decrease from 95% the previous year. Given that SED and EL students have historically trailed their peers in attendance, it is likely that this overall decline reflects similar or widened gaps for these subgroups as well, reinforcing the need for continued, targeted outreach to these families.	As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA, making a schoolwide approach to parent engagement essential. This remains especially relevant given this year's data: while families of English Learners and Socioeconomically Disadvantaged students report feeling more welcome to participate than ever, overall Average Daily Attendance declined, signaling a continued need for consistent, schoolwide outreach that reaches all families. Da Vinci Design will enhance parent participation, input, and involvement, especially for unduplicated students, through expanded initiatives such as a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary opportunities. Families receive a regularly updated calendar of events posted on the school website, and both the school and Da Vinci Schools blogs share information about parent involvement opportunities, college counseling meetings, and other family-centered events. Staff consistently communicate with families through emails and automated phone reminders to ensure broad outreach. Implementing parent engagement as a schoolwide action ensures all families benefit from consistent, accessible communication and opportunities to participate. Research shows that parental involvement positively impacts academic achievement and student behavior (Henderson &	DVD will continue to monitor parent survey results and ADA for all students as well as unduplicated student groups from 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
	Enhancing parent and guardian engagement and communication can lead to improved survey outcomes and a reduction in absenteeism. When parents are well-informed and actively involved in their child's education, they are more likely to encourage positive behaviors and regular attendance. Clear and consistent communication fosters trust and partnership between families and the school, creating a collaborative atmosphere. This strengthens parents' connection to the school, increasing their sense of involvement and participation. Moreover, engaged parents are better equipped to recognize and address attendance challenges early, which can help improve overall attendance outcomes and reduce the attendance rate gaps between SED and EL students and their peers, ensuring all students have equal opportunities to succeed academically. **Scope:** LEA-wide	Mapp, 2002). By engaging all parents through schoolwide events and communications, Da Vinci Design fosters a collaborative community where families can connect with teachers and stay informed about their child's progress. This inclusive approach is especially critical for unduplicated student groups, as it helps close educational gaps, supports tailored interventions, and promotes regular attendance, ultimately improving academic success and socioemotional well-being for all students.	
2.2	**Action:** Advisory curriculum **Need:** On the 2025 CA School Dashboard College and Career Indicator (CCI), 80.5% of Design graduates were rated by the state as Prepared, a change of 1.2 percentage points (rated "Maintained") for a Blue color rating. 80.2% of Design SED graduates were rated as Prepared, also a "Maintained" change of 1.8	As a single-site charter school, all students at Da Vinci Design are enrolled under the same school and LEA. A universal approach ensures every student benefits from a consistent foundation of academic, behavioral, and social-emotional support, while also allowing for targeted strategies to meet the specific needs of unduplicated students. This is particularly important this year, as English Learner students reported markedly lower scores on measures of school trust and integrity compared to their peers, even as College/Career	DVD will continue to monitor student survey results for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College & Career Readiness rates in Goal 5.

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
	percentage points, for a Blue color status as well. Of our 13 EL graduates in 2025, 76.9% were rated as Prepared, an increase of 4.2%; however, due to fewer than 30 students in the subgroup, no color rating was reported. Student connectedness as measured by this year's annual student survey shows a more mixed picture for unduplicated students than in prior years. On the question "This school creates an environment of high integrity, respect, and trust," students with Lunch Program access shared positive ratings of 79%, slightly above the schoolwide average of 78%, while English Learner students scored notably lower at 57%. On the question "This school creates a compassionate and caring learning community," Lunch Program students shared positive responses 84% of the time, just below the schoolwide average of 85%, while English Learner students scored 86%, slightly above average. While SED students continue to report a sense of belonging similar to or above their peers, the marked drop for English Learners on the integrity, respect, and trust measure signals a new area of need for this advisory program to address. Advisory curriculum that fosters connectedness and supports academic, behavioral, and college readiness success is especially important for unduplicated students at DVD. These students often encounter unique barriers that can impact both their educational progress and sense of belonging. A comprehensive advisory program that builds	Readiness outcomes for SED and EL graduates remained strong, underscoring the need for an advisory structure that reaches every student while flexing to address emerging gaps. Implementing the curriculum across the entire student body helps foster a unified, inclusive school culture and ensures that no student is left without access to relationship-building, guidance, and college readiness resources. While all students benefit from this structured support system, the curriculum is intentionally designed to address the unique challenges faced by unduplicated students, offering equitable opportunities to thrive. A dedicated teacher stipend, planning time, and intentional dissemination of curriculum materials ensure consistent delivery and support for all advisory teachers in providing high-quality, equity-focused programming.	

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
	strong relationships and engagement helps address these challenges by creating a supportive and inclusive school community. This approach not only enhances academic outcomes through targeted support and personalized learning strategies but also encourages positive behavior and emotional well-being. Furthermore, by focusing on college readiness, the curriculum prepares unduplicated students with the skills, knowledge, and confidence they need to pursue higher education and meaningful career paths, ensuring equitable opportunities for long-term success. **Scope:** LEA-wide		
2.7	**Action:** Additional Counseling staffing **Need:** On the 2025 CA Dashboard, 2.7% of All Students at Da Vinci Design were suspended at least once, an increase of 0.9% from the previous year for an Orange color rating overall. When we dive into disaggregated suspension data for unduplicated student groups, on the 2025 CA Dashboard, 4% of SED students were suspended at least once, an increase of 1% from the previous year for an Orange color rating. 3.3% of EL students were suspended at least once, a decrease of 6.3% from the	As a single-site charter school, all students at Da Vinci Design are part of the same school and Local Education Agency (LEA). Maintaining a low student-to-counselor ratio benefits the entire student body by ensuring that each student receives individualized academic, social-emotional, and college and career guidance, while at the same time allowing for additional capacity for targeted interventions for unduplicated students as needed. This year's data reinforces that need: overall and SED suspension rates rose, and English Learner students reported a notable drop in feelings of trust and integrity at school, even as EL suspension rates and CCI outcomes improved, a pattern that calls for counselors with the capacity to respond to varied and shifting needs across the student body.	DVD will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups from Goal 2, as well as disaggregated College & Career Readiness rates in Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	previous year, and for the first time, this earned a Green color rating for EL students, as the subgroup population was large enough to receive a state rating. On the 2025 CA School Dashboard College and Career Indicator (CCI), 80.5% of Design graduates were rated by the state as Prepared, a change of 1.2 percentage points (rated "Maintained") for a Blue color rating. 80.2% of Design SED graduates were rated as Prepared, also a "Maintained" change of 1.8 percentage points, for a Blue color status as well. Of our 13 EL graduates in 2025, 76.9% were rated as Prepared, an increase of 4.2%; however, due to fewer than 30 students in the subgroup, no color rating was reported. Student connectedness as measured by this year's annual student survey shows a more mixed picture for unduplicated students than in prior years. On the question "This school creates an environment of high integrity, respect, and trust," students with Lunch Program access scored 79, slightly above the schoolwide average of 78, while English Learner students scored notably lower at 57. On the question "This school creates a compassionate and caring learning community," Lunch Program students scored 84, just below the schoolwide average of 85, while English Learner students scored 86, slightly above average. Unduplicated students often face systemic barriers in traditional school settings that can	This comprehensive, schoolwide approach allows counselors to build strong relationships, foster a greater sense of connection, and proactively address issues before they escalate. Improved connectedness supports a positive school climate, reduces suspension rates, and enhances college readiness for all students. Schoolwide implementation ensures equitable access to these benefits, particularly for unduplicated students who may need more targeted support to overcome systemic barriers and achieve long-term success. Research shows that lower counselor-to-student ratios significantly improve academic achievement, behavior, and postsecondary outcomes for students (American School Counselor Association, 2019).	

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
	impact their academic, social, and emotional well-being. This year's rise in overall and SED suspension rates, alongside the marked drop in EL students' sense of trust and integrity at school, point to a continued and in some areas growing need for individualized support. Expanding counseling services at Da Vinci Design by maintaining a low student-to-counselor ratio is essential to providing the individualized support these students need. With more counselors available, staff can build stronger, more meaningful relationships with students, allowing for earlier identification of challenges and more proactive interventions. This increased support helps address issues related to attendance, behavior, and academic performance, while also offering personalized college and career guidance. Strengthening our counseling program ensures that unduplicated students receive equitable access to the resources, mentorship, and preparation necessary for long-term success in school and beyond. DVD will maintain an additional counselor to ensure an even lower student to counselor ratio on campus to increase supports for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, in the areas of academics, socioemotional issues, and college & career support. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.8	**Action:** School Climate & Culture Staffing **Need:** The school environment at Da Vinci Design will be a space where everyone feels safe, welcome, that they belong, and that they can express themselves. Students and educators will work together in a culture of mutual respect and trust, and all educators will set and uphold clear, positively-framed expectations for student behavior: mindful, responsible and respectful. When conflicts arise, space will be provided for community and individual needs to be met, and all will be treated with compassion and given opportunities to repair harm. MTSS staff will support the school climate and culture goals by creating proactive, positive culture building systems. They will provide the school support team with multiple opportunities for professional learning to strengthen behavior strategies, set clear work expectations, and promote a safe, supportive learning environment for all students and also use data proactively and systematically to ensure targeted success (behavioral, academic, and attendance interventions) for unduplicated students. On the 2025 CA Dashboard, 2.7% of All Students at Da Vinci Design were suspended at least once, an increase of 0.9% from the	As a single-site charter school, all students at Da Vinci Design are part of the same school community and LEA. Establishing a positive and inclusive school climate benefits all students, but is especially critical for unduplicated students, who often face greater systemic barriers to success. This year's data, rising suspension rates, declining attendance, and a notable drop in English Learner students' sense of trust and integrity at school, underscores the continued need for schoolwide culture and climate investment that can flex to address emerging needs across student groups. Schoolwide staffing focused on culture and climate ensures that all students experience a learning environment where they feel safe, respected, and a true sense of belonging. MTSS staff play a vital role in promoting this environment by leading proactive systems that foster connection, reinforce clear expectations, and offer restorative supports when conflicts arise. While these efforts are schoolwide, MTSS staff also use data to provide more intensive, targeted interventions for unduplicated students who may require additional academic, behavioral, or socioemotional support. Research shows that a strong school climate correlates with improved academic performance, behavior, and engagement for all students, especially those who have been historically underserved (Thapa et al., 2013; McClure et al., 2010). By embedding inclusive practices throughout the school and layering targeted supports as needed, Da Vinci Design ensures that every student, and particularly	DVD will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups from Goal 2, as well as disaggregated College & Career Readiness rates in Goal 5, and disaggregated ADA results in Goal 1.

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
	previous year for an Orange color rating overall. When we dive into disaggregated suspension data for unduplicated student groups, on the 2025 CA Dashboard, 4% of SED students were suspended at least once, an increase of 1% from the previous year for an Orange color rating. 3.3% of EL students were suspended at least once, a decrease of 6.3% from the previous year — and for the first time, this earned a Green color rating for EL students, as the subgroup population was large enough to receive a state rating. Average Daily Attendance for Design students also highlights some concerns. The overall DVD 2025-26 ADA was 93.64%, a decrease from 95% the previous year. While disaggregated attendance data by subgroup is not yet available for 2025-26, given that SED and EL students have historically trailed their peers in attendance, it is likely that this overall decline reflects similar or widened gaps for these subgroups as well. On the 2025 CA School Dashboard College and Career Indicator (CCI), 80.5% of Design graduates were rated by the state as Prepared, a change of 1.2 percentage points (rated "Maintained") for a Blue color rating. 80.2% of Design SED graduates were rated as Prepared, also a "Maintained" change of 1.8 percentage points, for a Blue color status as well. Of our 13 EL graduates in 2025, 76.9% were rated as Prepared, an increase of 4.2%;	unduplicated students, has equitable access to a thriving, supportive school environment.	

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
	however, due to fewer than 30 students in the subgroup, no color rating was reported. Student connectedness as measured by this year's annual student survey shows a more mixed picture for unduplicated students than in prior years. On the question "This school creates an environment of high integrity, respect, and trust," students with Lunch Program access scored 79, slightly above the schoolwide average of 78, while English Learner students scored notably lower at 57. On the question "This school creates a compassionate and caring learning community," Lunch Program students scored 84, just below the schoolwide average of 85, while English Learner students scored 86, slightly above average. Improving outcomes for unduplicated students at Da Vinci Design requires intentional investment in school climate and culture staffing. This year's rise in suspension rates, decline in attendance, and the marked drop in EL students' sense of trust and integrity at school all point to a continued and, in some areas, growing need for proactive climate support. Dedicated MTSS personnel play a critical role in building an inclusive and supportive learning environment that proactively addresses the academic, behavioral, and socioemotional needs of students who have historically faced systemic barriers. These staff members implement systems that promote equity, foster student engagement, and strengthen relationships		

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
	between students and adults on campus. A positive school climate has been shown to significantly enhance academic achievement, student behavior, and emotional well-being (Thapa et al., 2013). By centering schoolwide culture and climate efforts on the needs of unduplicated students, DVD can ensure these students feel safe, seen, and supported, ultimately leading to stronger attendance, improved behavior, and greater readiness for college and careers. **Scope:** LEA-wide		
3.1	**Action:** Intervention and support seminar programs in English **Need:** On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating that learning gaps in English persist. In 2025, SED students scored 21.7 points below standard in ELA, while All Students scored 7.1 points below 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. In 2025, EL students scored 134.4 points below standard in ELA (All Students: 7.1 below standard).	As a single-site charter school, all students at Da Vinci Design are served under the same school and LEA. Providing universal access to intervention and support courses schoolwide ensures that all students, regardless of background, have opportunities to strengthen their literacy skills. This is especially important given this year's data, which shows ELA performance declining schoolwide while the gaps for SED and EL students widened considerably — reinforcing the need for a model that serves all students but allows SED and EL students to be strategically identified and prioritized for additional support based on need. Offering interventions through regularly scheduled classes, increased academic coaching, and targeted skill development creates a structure that supports both broad access and individualized response. Research from Slavin et al. (2009) confirms that targeted reading and language	DVD will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

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 at Da Vinci Design are currently performing well below the all-student average on ELA CAASPP assessments, signaling a continued and urgent need for targeted English intervention and support programs. Notably, this year's data shows All Students scoring below standard overall for the first time in recent years, alongside a widening gap for SED and EL students, reinforcing that these programs are essential to closing achievement gaps and providing equitable access to academic success. Intervention structures allow educators to identify skill gaps and provide timely, data-driven support aligned to individual student needs. Evidence-based reading and literacy programs can then deliver focused instruction that builds foundational skills in comprehension, fluency, and writing. For unduplicated students, such interventions are especially critical in addressing systemic barriers and ensuring they are equipped with the academic tools necessary to succeed across all content areas. **Scope:** LEA-wide	support significantly improves comprehension and academic outcomes. When implemented schoolwide, these strategies foster a culture of literacy while allowing for intensified, personalized support for students disproportionately impacted by systemic barriers. This balanced approach promotes equity by raising overall achievement and specifically addressing the performance gaps experienced by unduplicated students on the ELA CAASPP.	
3.3	**Action:** English diagnostics/ reading programs **Need:** On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results,	As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA, allowing for a coordinated, schoolwide approach to academic support. At the start of each year, low-income pupils, English learners, foster youth, and redesignated fluent English proficient students receive diagnostic testing in ELA to accurately assess their current skill levels. This	DVD will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	demonstrating that learning gaps in English persist. In 2025, SED students scored 21.7 points below standard in ELA, while All Students scored 7.1 points below 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. In 2025, EL students scored 134.4 points below standard in ELA (All Students: 7.1 below standard). With achievement gaps in ELA CAASPP scores for EL and SED students widening this year, even as schoolwide performance also declined, diagnostic testing and targeted reading supports are more crucial than ever. Diagnostic assessments allow educators to pinpoint specific skill deficits and learning needs unique to these unduplicated student groups. Using this data, structured and evidence-based reading interventions can be tailored to address these gaps directly, improving literacy skills such as comprehension and fluency. This personalized approach to instruction is essential for effectively supporting EL and SED students, promoting academic growth, and working toward closing achievement disparities. These targeted tools play a vital role in ensuring equitable educational outcomes for all learners at Da Vinci Design. **Scope:** LEA-wide	schoolwide diagnostic approach is especially important given this year's data, which shows widening ELA achievement gaps for both SED and EL students alongside a decline in schoolwide performance, underscoring the need to identify and respond to skill gaps early and accurately. These diagnostics guide teachers in scaffolding and differentiating instruction to meet the diverse needs of all learners. Students are then placed in grade-level and skill-appropriate courses designed to ensure readiness for standardized testing. Educators continuously analyze data from these diagnostics, along with standardized assessments and mastery-based grading, to implement targeted interventions and monitor student growth. Research supports that diagnostic testing combined with evidence-based reading programs significantly improves ELA outcomes for all students, with particular benefits for unduplicated student groups. The National Center for Education Statistics (NCES) highlights that schools effectively using diagnostic assessments can identify specific student needs, enabling focused and impactful interventions. Likewise, the Institute of Education Sciences (IES) confirms that reading programs tailored to diagnostic results enhance literacy skills, comprehension, and fluency. By offering these supports schoolwide while intentionally prioritizing unduplicated students for additional resources, Da Vinci Design ensures personalized, effective instruction that drives measurable improvements in ELA CAASPP scores and helps close achievement gaps.	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
3.4	**Action:** MTSS Supports **Need:** On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating that learning gaps in English persist. In 2025, SED students scored 21.7 points below standard in ELA, while All Students scored 7.1 points below 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. In 2025, EL students scored 134.4 points below standard in ELA (All Students: 7.1 below standard). On the 2025 CA Dashboard, 2.7% of All Students at Da Vinci Design were suspended at least once, an increase of 0.9% from the previous year for an Orange color rating overall. When we dive into disaggregated suspension data for unduplicated student groups, on the 2025 CA Dashboard, 4% of SED students were suspended at least once, an increase of 1% from the previous year for an Orange color rating. 3.3% of EL students were suspended at least once, a decrease of 6.3% from the previous year, and for the first time, this earned a Green color rating for EL students,	As a single-site charter school, all students at Da Vinci Design are enrolled in the same school and LEA. Using a Multi-Tiered System of Supports (MTSS) framework, students identified as needing academic or behavioral support receive interventions at the appropriate tier levels. This year's data, which shows widening ELA achievement gaps alongside rising suspension rates for SED students, reinforces the importance of a schoolwide MTSS structure that can flexibly respond to both academic and behavioral needs as they emerge. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient students are intentionally reviewed and prioritized for additional targeted supports. Evidence-based MTSS practices, including differentiated instruction, ongoing progress monitoring, and tiered interventions, have been shown to improve academic outcomes for unduplicated students. Differentiated instruction customizes learning to meet diverse needs, progress monitoring provides frequent data to guide instruction, and tiered interventions deliver increasingly intensive support based on student requirements. Research by Fuchs et al. (2010) confirms that such approaches enhance achievement and help close equity gaps by ensuring all students receive personalized, effective support within a nurturing and inclusive learning environment.	DVD will continue to monitor suspension rates for all students as well as unduplicated student groups in Goal 2, as well as the disaggregated ELA CAASPP scores in Goal 3.

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
	as the subgroup population was large enough to receive a state rating. Implementing a Multi-Tiered System of Supports (MTSS) is essential for boosting academic and behavioral success among unduplicated students. This year's widening ELA achievement gaps alongside rising suspension rates for SED students point to mounting, intersecting academic and behavioral needs that MTSS is specifically designed to address. MTSS offers a systematic framework to identify students' individual needs and deliver tiered, evidence-based interventions that provide the right level of support at the right time. This ensures all students benefit from high-quality instruction while those requiring additional assistance receive targeted, data-informed help. Research demonstrates that MTSS effectively improves student outcomes by enabling early identification of challenges and timely, responsive intervention (McIntosh & Goodman, 2016). By strengthening MTSS implementation, Da Vinci Design can promote greater educational equity and ensure unduplicated students have access to the resources necessary for sustained achievement and well-being. **Scope:** LEA-wide		
3.5	**Action:** English Language Intervention Specialist	As a single-site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. The ELA Intervention Specialist will support	DVD will continue to monitor academic progress and access to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating that learning gaps in English persist. In 2025, SED students scored 21.7 points below standard in ELA, while All Students scored 7.1 points below 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. In 2025, EL students scored 134.4 points below standard in ELA (All Students: 7.1 below standard). Targeted English language interventions and supports are vital for addressing achievement gaps in ELA CAASPP scores among unduplicated students, particularly as these gaps widened significantly this year for both SED and EL students. An English Language Intervention Specialist plays a key role in identifying specific learning challenges and skill gaps, then delivering focused individual and small group instruction. These sessions use evidence-based strategies designed to meet students' unique needs, improving their reading comprehension, fluency, and overall literacy skills. By providing personalized and effective support, these interventions are essential for closing achievement gaps and promoting equitable academic outcomes for all students.	overall student achievement in English Language Arts by delivering targeted Tier II and Tier III interventions. This role is especially critical given this year's data showing widening ELA achievement gaps for both SED and EL students, even as schoolwide ELA performance also declined. This specialist provides individualized and small group instruction to students facing academic challenges, while also coaching ELA teachers to implement effective strategies. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient students will be intentionally reviewed and prioritized for these additional supports. Research demonstrates that ELA intervention specialists significantly boost English language achievement among unduplicated students by delivering focused, personalized instruction that addresses specific skill gaps and builds foundational literacy. Studies show that students receiving specialized ELA interventions make meaningful gains in reading comprehension and language proficiency (Vaughn et al., 2012). By applying evidence-based practices and closely monitoring progress, Da Vinci Design's ELA Intervention Specialists help unduplicated students overcome language barriers, improve academic outcomes, and better prepare for future educational success.	curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.1	**Action:** Intervention and support seminar programs in mathematics **Need:** On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students continue to have lower CAASPP Math scores than the All Students results, though the gap narrowed considerably this year. In 2025, SED students scored 103.6 points below standard in Math, while All Students scored 97.0 points below standard, a much smaller gap than the previous year, and an improvement that moved SED students from a Red to a Yellow dashboard rating. The data is different for English Learner (EL) students as compared to their non-EL peers, where the gap in Math remains substantial and largely unchanged. In 2025, EL students scored 175.2 points below standard in Math (All Students: 97.0 below standard), essentially flat compared to the previous year. Similar to the English interventions noted above, Math intervention and support programs remain essential for addressing achievement gaps in CAASPP testing among unduplicated students. While SED students made encouraging progress this year, EL students continue to face a substantial and persistent gap in Math achievement,	As a single-site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. Students requiring math interventions will have access to dedicated intervention and support courses within their weekly schedules. This year's data shows a mixed but instructive picture, SED students' Math gap narrowed considerably, while EL students' gap remained substantial and largely unchanged, reinforcing the value of a schoolwide structure flexible enough to respond as needs shift across student groups. The school will maintain and/or increase academic coaches and coaching hours as needed to support student progress in math courses and outcomes. Unduplicated students will be intentionally reviewed and prioritized for these intervention opportunities. Mirroring the approach used for English interventions, providing scheduled math support courses ensures that unduplicated students receive targeted assistance tailored to their specific learning needs. By sustaining and expanding the availability of academic coaches and support time, DVD offers personalized guidance and resources that deepen students' mathematical understanding and engagement. These focused interventions enable ongoing instruction and timely feedback, effectively addressing skill gaps and fostering essential math competencies. This coordinated system of support promotes a more inclusive, responsive learning environment, advancing equity and helping close math achievement gaps for unduplicated students.	DVD will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	underscoring the need for sustained, targeted support. These programs target specific skill deficits through focused instruction, language support, and personalized learning strategies tailored to individual needs. By concentrating on the unique challenges faced by these students, math interventions help close learning gaps, strengthen foundational numeracy skills, and improve overall academic performance. Moreover, these programs create a supportive environment that fosters student confidence and motivation, which are both key factors in overcoming obstacles and attaining long-term success in mathematics. **Scope:** LEA-wide		
4.2	**Action:** Math diagnostics/ math programs **Need:** On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students continue to have lower CAASPP Math scores than the All Students results, though the gap narrowed considerably this year. In 2025, SED students scored 103.6 points below standard in Math, while All Students scored 97.0 points below standard, a much smaller gap than the previous year, and an improvement that moved SED students from a Red to a Yellow dashboard rating. The data is different for English Learner (EL) students as compared to their non-EL peers,	As a single-site charter school, all students at Da Vinci Design are enrolled within the same school and LEA, allowing for a cohesive, schoolwide approach to academic support. All students, including low-income pupils, English learners, foster youth, and redesignated fluent English proficient students, receive diagnostic math assessments at the start of the year, particularly in 9th grade, to determine baseline skill levels. This schoolwide diagnostic approach remains important given this year's mixed results, while SED students' Math achievement gap narrowed considerably, EL students' gap remained substantial and largely unchanged, reinforcing the need to identify and respond to individual skill gaps early and accurately. These diagnostics inform teachers' instructional planning, enabling them to scaffold lessons, differentiate instruction,	DVD will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	where the gap in Math remains substantial and largely unchanged. In 2025, EL students scored 175.2 points below standard in Math (All Students: 97.0 below standard), essentially flat compared to the previous year. Math diagnostic assessments and targeted support programs remain vital where achievement gaps persist in math CAASPP scores for unduplicated students, particularly for EL students whose gap has shown little movement. Diagnostic testing identifies individual learning needs, skill gaps, and specific areas requiring focused intervention. Following this, math support programs deliver structured, evidence-based instruction designed to address these deficiencies and strengthen students' numeracy skills. Combined, these approaches enable personalized and effective instruction that enhances understanding, fluency, and overall math performance. Implementing these tools is essential to closing achievement gaps and promoting equitable educational outcomes for all students. **Scope:** LEA-wide	and place students in courses that align with their current abilities and growth needs. Providing math diagnostics on a schoolwide basis ensures equitable access to individualized support for every student while allowing the school to prioritize and respond to the needs of unduplicated student groups. Research by the National Mathematics Advisory Panel and the Institute of Education Sciences confirms that using diagnostic data to drive structured, personalized interventions leads to meaningful gains in mathematical understanding and achievement. At DVD, this system not only promotes schoolwide academic growth but also helps narrow achievement gaps for unduplicated students by identifying and addressing for their learning needs with targeted support.	
4.3	**Action:** Multi-tiered support systems **Need:** On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students continue to have lower	As a single-site charter school, all students at Da Vinci Design are served within the same school and LEA, making a schoolwide Multi-Tiered System of Supports (MTSS) both necessary and equitable. Under this framework, all students are systematically screened for academic and behavioral needs, and tiered interventions are	DVD will continue to monitor suspension rates for all students as well as unduplicated student groups in Goal 2, as well as the disaggregated Math CAASPP scores in Goal 4.

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
	CAASPP Math scores than the All Students results, though the gap narrowed considerably this year. In 2025, SED students scored 103.6 points below standard in Math, while All Students scored 97.0 points below standard, a much smaller gap than the previous year, and an improvement that moved SED students from a Red to a Yellow dashboard rating. The data is different for English Learner (EL) students as compared to their non-EL peers, where the gap in Math remains substantial and largely unchanged. In 2025, EL students scored 175.2 points below standard in Math (All Students: 97.0 below standard), essentially flat compared to the previous year. On the 2025 CA Dashboard, 2.7% of All Students at Da Vinci Design were suspended at least once, an increase of 0.9% from the previous year for an Orange color rating overall. When we dive into disaggregated suspension data for unduplicated student groups, on the 2025 CA Dashboard, 4% of SED students were suspended at least once, an increase of 1% from the previous year for an Orange color rating. 3.3% of EL students were suspended at least once, a decrease of 6.3% from the previous year — and for the first time, this earned a Green color rating for EL students, as the subgroup population was large enough to receive a state rating.	implemented based on their level of need. This year's data, a persistent math achievement gap for EL students alongside rising suspension rates for SED students, reinforces the value of a schoolwide system that can flexibly respond to both academic and behavioral needs as they shift across student groups. However, unduplicated students are intentionally monitored more closely and prioritized for additional supports. Schoolwide MTSS implementation ensures that every student benefits from proactive systems, while allowing for targeted intervention where it is needed most. Evidence-based strategies such as differentiated instruction, regular progress monitoring, and increasingly intensive tiered supports are used to close achievement gaps. Research by Fuchs et al. (2010) confirms that these practices are especially effective for improving math achievement in underserved student populations. This approach allows Da Vinci Design to deliver responsive, equitable support for all students while strategically focusing on the needs of those most at risk.	

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
	Persistent CAASPP math achievement gaps for EL students, combined with rising suspension rates for SED students, underscore the continued need for a strengthened Multi-Tiered System of Supports (MTSS) at Da Vinci Design. MTSS offers a comprehensive, data-driven framework for delivering academic and behavioral interventions tailored to the diverse needs of all students, with a particular focus on early identification and strategic support for those who are most at risk. For unduplicated students, who often face compounded barriers to academic success, MTSS enables schools to provide timely, personalized support that addresses both foundational math skill gaps and underlying social-emotional or behavioral challenges. Research by McIntosh & Goodman (2016) confirms that MTSS improves student achievement by aligning interventions with clearly identified needs. While SED students made encouraging progress in math this year, the EL math gap and rising SED behavioral indicators show that a robust MTSS approach remains critical to closing these gaps and ensuring that every student, regardless of background, has equitable access to the instruction and resources necessary for long-term academic success. **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.6	**Action:** Mathematics Intervention Specialist **Need:** On the 2025 CA School Dashboard, Da Vinci Design Socioeconomically Disadvantaged (SED) students continue to have lower CAASPP Math scores than the All Students results, though the gap narrowed considerably this year. In 2025, SED students scored 103.6 points below standard in Math, while All Students scored 97.0 points below standard, a much smaller gap than the previous year, and an improvement that moved SED students from a Red to a Yellow dashboard rating. The data is different for English Learner (EL) students as compared to their non-EL peers, where the gap in Math remains substantial and largely unchanged. In 2025, EL students scored 175.2 points below standard in Math (All Students: 97.0 below standard), essentially flat compared to the previous year. When achievement gaps in CAASPP Math scores persist for unduplicated students, particularly EL students whose gap has shown little movement, targeted math interventions become a critical component of equitable support. Unduplicated students often face academic challenges that require specialized attention. Math intervention specialists play a key role in identifying specific learning gaps and delivering individualized or small group instruction using evidence-based strategies. These targeted supports strengthen	As a single-site charter school, all students at Da Vinci Design are enrolled under the same school and LEA, allowing for schoolwide access to academic supports, including Math intervention services. The Math Intervention Specialist will provide small group and individualized instruction to students in need of additional support, while also offering instructional coaching to Math teachers to strengthen Tier II and III intervention strategies across classrooms. This role remains important given this year's data, which shows a persistent and largely unchanged Math achievement gap for EL students, even as SED students made encouraging progress. While all students benefit from a schoolwide system of support, unduplicated students will be proactively identified and prioritized for targeted services. Research indicates that math intervention specialists significantly improve student achievement by delivering focused, data-informed instruction that addresses learning gaps and accelerates growth (Gersten et al., 2009). This integrated, schoolwide model ensures that all students have access to high-quality math instruction, while strategically allocating additional resources to those who need it most.	DVD will continue to monitor academic progress and access to curriculum in Math for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foundational numeracy skills, improve problem-solving abilities, and build academic confidence. By tailoring instruction to meet students' unique needs, these interventions promote measurable academic growth and are essential for closing achievement gaps and ensuring all students have access to rigorous and effective math instruction. **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
3.2	**Action:** English Learner support course & Coordinator **Need:** On the 2025 CA School Dashboard, Da Vinci Design English Learner (EL) students have lower CAASPP ELA scores than the All Students results, demonstrating significant and widening learning gaps in English Language skills for students who are not yet fluent. In 2025, DVD EL students scored 134.4 points below standard in ELA, while All Students scored 7.1 points below standard.	To address the specific needs of EL students at Da Vinci Design, our dedicated EL Coordinator will continue to monitor the progress of both current EL students and recently reclassified fluent English proficient (RFEP) students over a four-year period. In addition, English Language Development (ELD) seminars will be offered to support students actively working toward language proficiency. These targeted interventions are designed to meet the unique linguistic and academic needs of EL students. Given that EL students' ELA	DVD 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
	On the 2025 CA School Dashboard, 34.8% of DVD EL students made progress towards English Language Proficiency, an increase of 9.8% from the previous year. No color rating for EL students was given because there were fewer than 30 students in the subgroup. While the percentage of English Learner (EL) students making progress toward English language proficiency improved this year, the sharp widening of the ELA achievement gap highlights an urgent and ongoing need for targeted EL supports at Da Vinci Design. This divergence suggests that while EL students may be advancing along the state's language proficiency benchmarks, they continue to face complex and persistent challenges accessing grade-level academic content. EL students face language barriers that limit their ability to access grade-level content, engage in academic discourse, and demonstrate understanding on assessments. Without focused intervention, these barriers can widen achievement gaps and hinder long-term academic growth. Providing EL students with access to a dedicated EL Coordinator and a structured English Language Development (ELD) support course is essential to reversing this trend. An EL Coordinator can monitor student progress, ensure appropriate placement and instructional supports, and guide teachers in implementing effective strategies. An ELD support course gives students the space and	achievement gap widened substantially this year even as their progress toward English language proficiency improved, sustained and targeted support remains essential to ensuring gains in language proficiency translate into stronger academic outcomes. By focusing on both language acquisition and content mastery, these supports help students build English proficiency while simultaneously developing the skills needed to access grade-level curriculum across all subject areas, not just ELA. The EL Coordinator ensures that supports are implemented effectively by guiding data-informed instruction, coordinating services, and providing professional development for teachers. Differentiated strategies such as vocabulary development, structured academic talk, and scaffolded reading and writing instruction are emphasized to enhance comprehension and engagement. Together, these interventions create a cohesive support system that accelerates language development, strengthens academic performance, and narrows achievement gaps for EL students.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instruction needed to build foundational language skills, academic vocabulary, and fluency in both written and spoken English. Together, these supports are critical to improving reclassification rates, accelerating language acquisition, and ensuring EL students can access grade-level content alongside their peers. **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	59:1	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	15:1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,780,450.00	$729,305.00	10.756%	0.000%	10.756%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,864,628.00	$447,546.00	$0.00	$135,079.00	$2,447,253.00	$1,945,483.00	$501,770.00

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 and Supplies for Project-Based Learning Activities	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$25,289.00	$9,289.00	$7,000.00		$9,000.00	$25,289.00	0.00%
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	ENTIRE SCHOOL YEAR	$7,500.00	$0.00	$7,500.00				$7,500.00	0.00%
1	1.3	Staff professional development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$212,800.00	$42,442.00	$237,772.00			$17,470.00	$255,242.00	0.00%
1	1.4	Teacher preparation time and reduced student load	All	No			All Schools	ENTIRE SCHOOL YEAR								
1	1.5	Academic coaching support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$57,676.00	$0.00	$57,676.00				$57,676.00	0.00%
2	2.1	Parent/ guardian engagement & communications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$22,851.00	$5,244.00	$24,595.00			$3,500.00	$28,095.00	0.00%
2	2.2	Advisory curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$10,000.00	$500.00	$10,500.00				$10,500.00	0.00%
2	2.3	Counseling staffing	All	No			All Schools	ENTIRE SCHOOL YEAR	$259,890.00	$0.00	$259,890.00				$259,890.00	0.00%
2	2.4	Extra-curricular activities	All	No			All Schools	ENTIRE SCHOOL YEAR	$150,000.00	$195,000.00	$265,000.00	$80,000.00			$345,000.00	0.00%
2	2.5	Freshman overnighter	All	No			All Schools	AUGUST	$0.00	$38,170.00	$38,170.00				$38,170.00	0.00%
2	2.6	Assistant principal staffing	All	No			All Schools	ENTIRE SCHOOL YEAR	$158,721.00	$0.00	$158,721.00				$158,721.00	0.00%
2	2.7	Additional Counseling staffing	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ENTIRE SCHOOL YEAR	$128,006.00	$0.00	$128,006.00				$128,006.00	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			Low Income										
2	**2.8**	School Climate & Culture Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$183,660.00	$0.00	$183,660.00				$183,660.00	0.00%
3	**3.1**	Intervention and support seminar programs in English	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$30,557.00	$12,500.00		$12,500.00		$30,557.00	$43,057.00	0.00%
3	**3.2**	English Learner support course & Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	$7,625.00	$0.00	$7,625.00				$7,625.00	0.00%
3	**3.3**	English diagnostics/ reading programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$17,685.00	$3,187.00	$17,969.00			$2,903.00	$20,872.00	0.00%
3	**3.4**	MTSS Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$3,138.00	$0.00	$3,138.00				$3,138.00	0.00%
3	**3.5**	English Language Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$59,080.00	$0.00	$59,080.00				$59,080.00	0.00%
3	**3.6**	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$4,000.00		$4,000.00			$4,000.00	0.00%
4	**4.1**	Intervention and support seminar programs in mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$36,307.00	$12,500.00	$5,750.00	$12,500.00		$30,557.00	$48,807.00	0.00%
4	**4.2**	Math diagnostics/ math programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$17,700.00	$5,728.00	$17,700.00			$5,728.00	$23,428.00	0.00%
4	**4.3**	Multi-tiered support systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$3,137.00	$0.00	$3,137.00				$3,137.00	0.00%
4	**4.4**	Summer bridge program	All	No			All Schools	SUMMER ONLY	$8,650.00	$0.00	$8,650.00				$8,650.00	0.00%
4	**4.5**	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$4,000.00		$4,000.00			$4,000.00	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
4	**4.6**	Mathematics Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$66,000.00	$0.00	$66,000.00				$66,000.00	0.00%
5	**5.1**	Credit recovery	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$35,364.00				$35,364.00	$35,364.00	0.00%
5	**5.2**	Summer school	All	No			All Schools	SUMMER ONLY	$10,000.00	$0.00	$10,000.00				$10,000.00	0.00%
5	**5.3**	College courses and Dual Enrollment	All	No			All Schools	ENTIRE SCHOOL YEAR	$11,500.00	$0.00		$11,500.00			$11,500.00	0.00%
5	**5.4**	Career exploration/ CTE program, staffing, & credentialing costs	All	No			All Schools	ENTIRE SCHOOL YEAR	$483,000.00	$117,846.00	$284,800.00	$316,046.00			$600,846.00	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
$6,780,450.00	$729,305.00	10.756%	0.000%	10.756%	$822,608.00	0.000%	12.132 %	**Total:**	$822,608.00
								LEA-wide Total:	$814,983.00
								Limited Total:	$7,625.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Staff professional development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,772.00	0.00%
1	**1.5**	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,676.00	0.00%
2	**2.1**	Parent/ guardian engagement & communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,595.00	0.00%
2	**2.2**	Advisory curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,500.00	0.00%
2	**2.7**	Additional Counseling staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,006.00	0.00%
2	**2.8**	School Climate & Culture Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,660.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Intervention and support seminar programs in English	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
3	3.2	English Learner support course & Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,625.00	0.00%
3	3.3	English diagnostics/ reading programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,969.00	0.00%
3	3.4	MTSS Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,138.00	0.00%
3	3.5	English Language Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,080.00	0.00%
4	4.1	Intervention and support seminar programs in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,750.00	0.00%
4	4.2	Math diagnostics/ math programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,700.00	0.00%
4	4.3	Multi-tiered support systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,137.00	0.00%
4	4.6	Mathematics Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,405,758.00	$2,579,913.00

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 and Supplies for Project-Based Learning Activities	No	$22,431.00	$37,523.00
1	**1.2**	Teacher recruitment and credentialing support	No	$10,000.00	$10,000.00
1	**1.3**	Staff professional development	Yes	$240,984.00	$232,824.00
1	**1.4**	Teacher preparation time and reduced student load	No		
1	**1.5**	Academic coaching support	Yes	$73,315.00	$76,824.00
2	**2.1**	Parent/ guardian engagement & communications	Yes	$30,042.00	$34,111.00
2	**2.2**	Advisory curriculum	Yes	$10,500.00	$10,405.00
2	**2.3**	Counseling staffing	No	$254,472.00	$245,654.00
2	**2.4**	Extra-curricular activities	No	$345,000.00	$345,717.00
2	**2.5**	Freshman overnighter	No	$38,170.00	$41,840.00
2	**2.6**	Assistant principal staffing	No	$146,848.00	$155,939.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.7**	Additional Counseling staffing	Yes	$127,136.00	$122,827.00
2	**2.8**	School Climate & Culture Staffing	Yes	$164,559.00	$172,322.00
3	**3.1**	Intervention and support seminar programs in English	Yes	$49,780.00	$51,297.00
3	**3.2**	English Learner support course & Coordinator	Yes	$15,750.00	$15,750.00
3	**3.3**	English diagnostics/ reading programs	Yes	$20,464.00	$23,803.00
3	**3.4**	MTSS Supports	Yes	$3,138.00	$7,188.00
3	**3.5**	English Language Intervention Specialist	Yes	$34,606.00	$38,374.00
3	**3.6**	PSAT/SAT test and prep course fees	No	$5,000.00	$4,675.00
4	**4.1**	Intervention and support seminar programs in mathematics	Yes	$61,982.00	$58,442.00
4	**4.2**	Math diagnostics/ math programs	Yes	$32,464.00	$30,249.00
4	**4.3**	Multi-tiered support systems	Yes	$3,137.00	$7,188.00
4	**4.4**	Summer bridge program	No	$8,650.00	$12,800.00
4	**4.5**	PSAT/SAT test and prep course fees	No	$5,000.00	$4,675.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.6**	Mathematics Intervention Specialist	Yes	$54,606.00	$48,374.00
5	**5.1**	Credit recovery	No	$29,174.00	$27,221.00
5	**5.2**	Summer school	No	$10,000.00	$15,000.00
5	**5.3**	College courses and Dual Enrollment	No	$5,750.00	$8,625.00
5	**5.4**	Career exploration/ CTE program, staffing, & credentialing costs	No	$602,800.00	$740,266.00

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)
$709,792.00	$788,445.00	$829,033.00	($40,588.00)	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	Staff professional development	Yes	$212,800.00	$212,800.00	0.00%	
1	1.5	Academic coaching support	Yes	$73,315.00	$76,824.00	0.00%	
2	2.1	Parent/ guardian engagement & communications	Yes	$26,542.00	$33,111.00	0.00%	
2	2.2	Advisory curriculum	Yes	$10,500.00	$10,405.00	0.00%	
2	2.7	Additional Counseling staffing	Yes	$127,136.00	$139,293.00	0.00%	
2	2.8	School Climate & Culture Staffing	Yes	$164,559.00	$172,322.00	0.00%	
3	3.1	Intervention and support seminar programs in English	Yes			0.00%	
3	3.2	English Learner support course & Coordinator	Yes	$15,750.00	$15,750.00	0.00%	
3	3.3	English diagnostics/ reading programs	Yes	$17,370.00	$20,710.00	0.00%	
3	3.4	MTSS Supports	Yes	$3,138.00	$7,189.00	0.00%	
3	3.5	English Language Intervention Specialist	Yes	$34,606.00	$38,374.00	0.00%	
4	4.1	Intervention and support seminar programs in mathematics	Yes	$27,616.00	$24,017.00	0.00%	
4	4.2	Math diagnostics/ math programs	Yes	$17,370.00	$22,676.00	0.00%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	**4.3**	Multi-tiered support systems	Yes	$3,137.00	$7,188.00	0.00%	
4	**4.6**	Mathematics Intervention Specialist	Yes	$54,606.00	$48,374.00	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)
$6,510,657.00	$709,792.00	0.000%	10.902%	$829,033.00	0.000%	12.733%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

  - The reasons for the ineffectiveness, and

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024