LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Design

CDS Code: 19768690119636

School Year: 2024-25

LEA contact information:
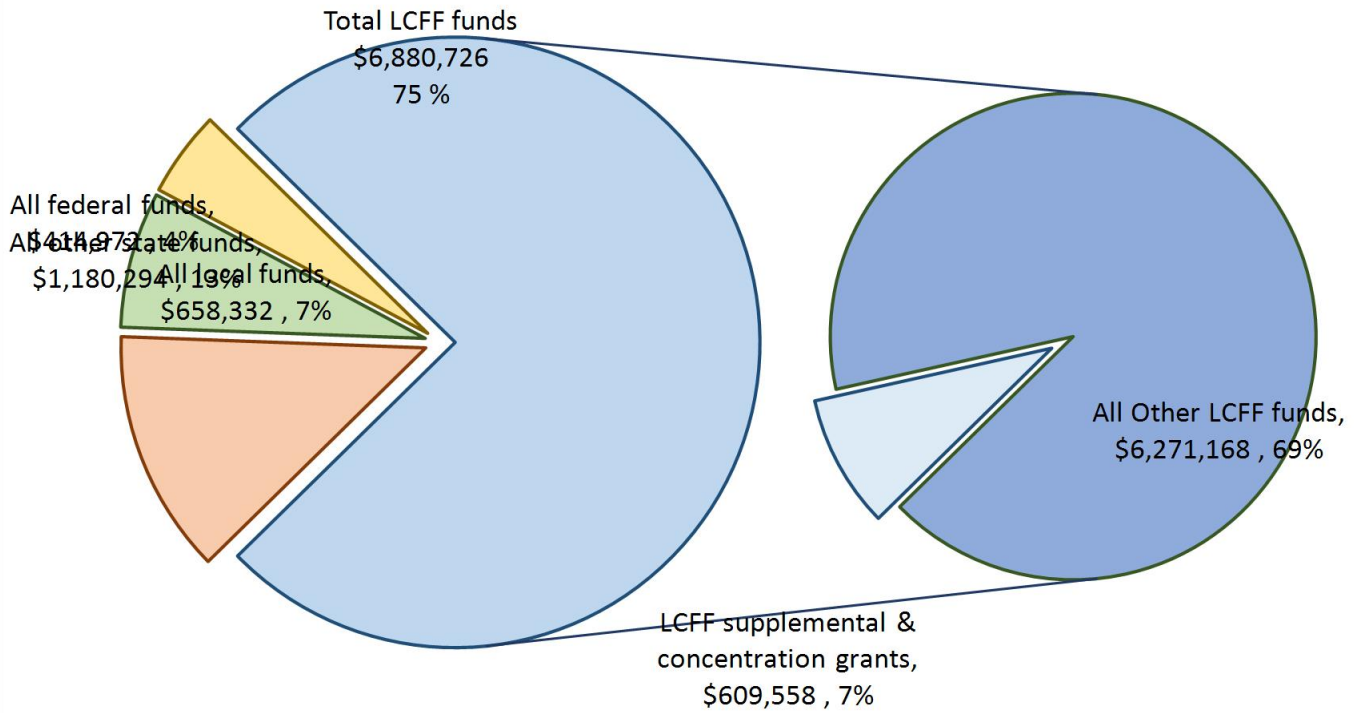
Russell Stoll

Principal

310-725-5800

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$6,880,726
75 %

All federal funds,
$414,972 , 4%

All other state funds,
$1,180,294 , 13%

All local funds,
$658,332 , 7%

All Other LCFF funds,
$6,271,168 , 69%

LCFF supplemental &
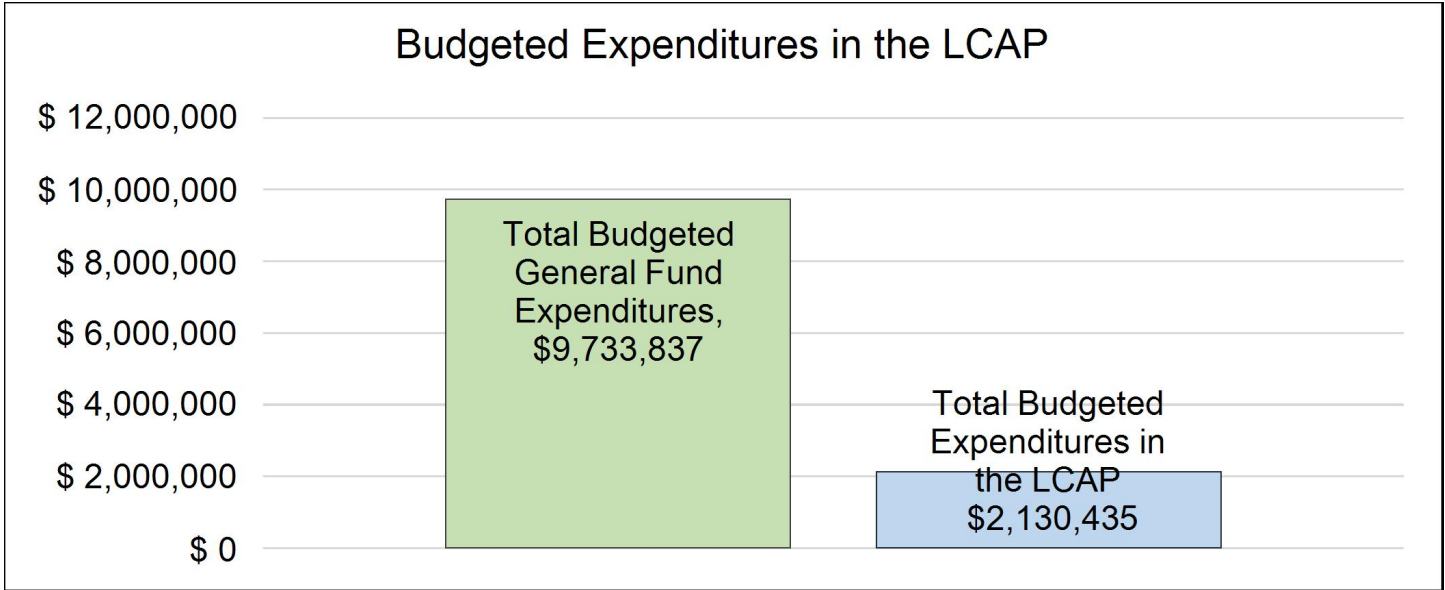concentration grants,
$609,558 , 7%

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

The text description for the above chart is as follows: The total revenue projected for Da Vinci Design is $9,134,324, of which $6,880,726 is Local Control Funding Formula (LCFF), $1,180,294 is other state funds, $658,332 is local funds, and $414,972 is federal funds. Of the $6,880,726 in LCFF Funds, $609,558 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $9,733,837

Total Budgeted Expenditures in the LCAP $2,130,435

This chart provides a quick summary of how much Da Vinci Design plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Da Vinci Design plans to spend $9,733,837 for the 2024-25 school year. Of that amount, $2,130,435 is tied to actions/services in the LCAP and $7,603,402 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
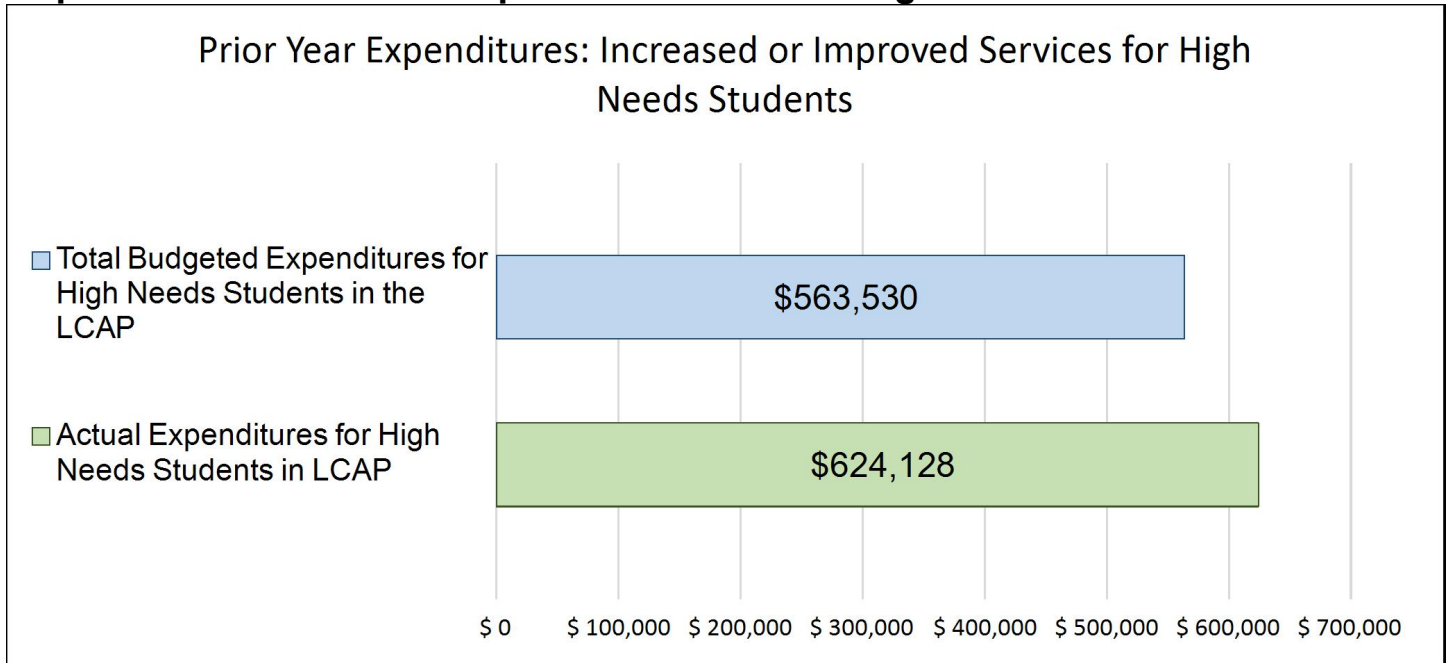
Expenditures not included in the LCAP include but are not limited to various student and non-student facing personnel expenses as well as operational expenses such as facilities, maintenance, custodial, depreciation, CMO and other organizational type expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Da Vinci Design is projecting it will receive $609,558 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 $617,181 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$563,530**

☐ Actual Expenditures for High Needs Students in LCAP: **$624,128**

| $ 0 | $ 100,000 | $ 200,000 | $ 300,000 | $ 400,000 | $ 500,000 | $ 600,000 | $ 700,000 |

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 2023-24, Da Vinci Design's LCAP budgeted $563,530 for planned actions to increase or improve services for high needs students. Da Vinci Design actually spent $624,128 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Design	Russell Stoll Principal	rstoll@davincischools.org 310-725-5800

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The school will provide all students access to instructional materials and resources in print or electronic formats.	100% of students had access to instructional materials in print or electronic formats in 2020-21.	100% of students had access to instructional materials in print or electronic formats in 2021-22.	100% of students had access to instructional materials in print or electronic formats in 2022-23.	100% of students had access to instructional materials in print or electronic formats in 2023-24.	100% of students will have access to instructional materials in print or electronic formats.
Teachers will be appropriately assigned to their courses and students based on the credentials that they hold.	DVD had 2 total teacher misassignments (7%) in 2019-20.	DVD had 3 total teacher misassignments (11%) in 2020-21.	DVD had 2.5 total teacher misassignments (9%) in 2021-22	Official CDE Teacher Misassignment data is not yet available for 2022-23, however DVD anticipates 7 total teacher misassignments in 2022-23.	100% of teachers are properly assigned.
Teachers and administrators will identify and monitor the ongoing individualized learning needs of each teacher.	100% of teachers participated in a reflective evaluation process in 19-20, and of those teachers, 96% earned a positive evaluation.	100% of teachers participated in a reflective evaluation process in 2021-22.	100% of teachers participated in a reflective evaluation process in 2022-23.	100% of teachers are currently participating in a reflective evaluation process in 2023-24.	96% of teachers will participate in a reflective evaluation process and earn a positive evaluation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers will have the opportunity to engage in professional learning time that allows them to reflect, generate, interpret, and disseminate outstanding instructional practices.	On the 2020-21 staff survey, 88% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."	On the 2021-22 staff survey, 77% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."	On the 2022-23 staff survey, 68% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."	On the 2023-24 staff survey, 68% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."	On the staff survey, at least 90% of staff will indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."
Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above a 2.0 each term.	82% of students achieved a 2.0 or above unweighted GPA in Fall 2020.	In 2021-22, 92% of students achieved a 2.0 or above unweighted GPA in Fall 2021, and 88% achieved a 2.0 or above GPA in Spring 2022.	In 2022-23, 91% of students achieved a 2.0 or above unweighted GPA in Fall 2022, and 87% achieved a 2.0 or above GPA in Spring 2023.	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.	85% of students will remain above a 2.0 unweighted GPA each semester.
Students in need of intervention will have plans in place to support their learning before the end of the first semester each year.	100% of students in need of intervention in Fall 2020 had academic supports in place before Spring 2021.	100% of students in need of intervention in Fall 2021 had academic supports in place before Spring 2022.	100% of students in need of intervention in Fall 2022 had academic supports in place before Spring 2023.	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 the fall semester will have academic supports in place prior to the spring semester.
Specialized academic plans (IEPs/504s) for already eligible students will be in place and communicated to teachers within 30 days of enrollment.	100% of newly enrolled IEP students, and 100% of incoming 504 students had DVD specific plans in place within 30 days of enrollment.	100% of newly enrolled IEP students, and 100% of incoming 504 students had DVD specific plans in place 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 eligible IEP or 504 plan students will have a formal DVD plan in place and communicated to their teachers within 30 days of enrollment.
Annual facilities inspection and student safety survey results	The school is safe, clean and well maintained per	The school is safe, clean and well maintained per	The school is clean and well maintained per January 2023	The school is clean and well maintained per January 2024	Overall annual facilities inspection rating will remain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will find that the school is safe, clean, and well maintained.	January 2021 facilities inspection overall rating of 'Exemplary' as well as 97% positive student ratings on the Spring 2021 survey question 'Do you feel safe at school?'	January 2022 facilities inspection overall rating of 'Exemplary' as well as 93% positive student ratings on the Spring 2022 survey question 'Do you feel safe at school?'	facilities inspection overall rating of 'Exemplary,' as well as 95% positive student ratings on the Spring 2023 survey question 'Do you feel safe at school?'	facilities inspection overall rating of 'Exemplary,' as well as 80% positive student ratings on the Fall 2023 survey question 'Do you feel safe at school?'	Good or Exemplary. At least 95% of students will report feeling safe at school.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference in planned actions and implementation of plans this year.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on the feedback we received, Da Vinci Design continued to provide a highly effective learning environment for students in the 2023-24 school year. Feedback from educational partners highlighted that Da Vinci Design is a safe learning environment that provides multiple avenues of support for students. Feedback also 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. Students continued to maintain high GPA averages in both Fall and Spring semesters. Educational partners also expressed satisfaction with the the balance of rigor and challenge for students while creating an environment of psychological and emotional safety. Teachers, counselors, academic coaches and administrators all received relevant professional development and adequate time to reflect on practices in order to maintain an environment that can has high expectations for student outcomes as matched by high levels of support for students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
No substantive differences planned for the 2024-25 school year.

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.

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at Student Led Conferences	Overall parent attendance at student SLCs for 2018-2019 was 93%.	Parent attendance at 2021-22 SLCs was estimated at above 85% overall; due to COVID, parents/students could complete an SLC synchronously or asynchronously.	Parent attendance at 2022-23 SLCs was estimated at above 85% overall, however all grade levels met the 90% goal except 12th grade this year: 9th grade- 91%, 10th grade- 92%, 11th grade- 93%, 12th grade- 63%.	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%.	The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.
Parent Input in Decision Making	Spring 2020 parent surveys show that 89% of families believe that DVD is Good, Very Good, or Excellent at involving parents in decision-making processes.	Spring 2022 parent surveys show that 68% of families believe that DVD is Good, Very Good, or Excellent at involving parents in decision-making processes.	Spring 2023 parent surveys show that 79% of families believe that DVD is Good, Very Good, or Excellent at involving parents in decision-making processes.	Fall 2023 parent surveys show that 95% of families responded 3 or above (Strongly Agree/Agree/Neutral) on a 5 point scale that DVD involves parents in decision-making processes.	At least 85% of families believe that DVD is Good, Very Good, or Excellent at involving parents in decision-making processes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in programs for unduplicated pupils	Fall 2020 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 89% positive for those who report being socio-economically disadvantaged.	Fall 2021 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 75% positive for those who report being socio-economically disadvantaged.	Fall 2022 parent survey responses to the question: 'I feel welcome to participate at this school' are 75% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 98% positive for those who report being socio-economically disadvantaged.	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.	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.
ADA	2019-20 ADA was calculated from the first day of school until the last day of February due to COVID 19 closures. The 2019-2020 overall rate through the end of February 2020 was 95.56%.	DVD ADA for 2021-22 was 91.99%.	DVD ADA for 2022-23 was 92.36%.	Fall 2023 DVD ADA was 93.33%.	DVD ADA will remain above 95%.
Suspension Rate: DVD students will demonstrate low suspension rates as an indicator of positive engagement in school.	On the 2019 CA Dashboard, 2.4% of students were suspended at least once, with no change from the previous year for a Yellow color rating overall.	There was no suspension rate indicator for 2021 DVD did not have any suspensions in 2020-21.	On the 2022 CA Dashboard, 2.5% of students were suspended at least once, for a Medium dashboard status. Suspensions were not reported by the state in 2021 so no change or color status will be	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.	DVD will decrease the suspension rate to earn and then maintain a Blue or Green rating on CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			available until the 2023 dashboard.		
Targeted Suspension Rate: Socioeconomically disadvantaged and English Learners will have comparably low suspension rates to their peers overall.	On the 2019 CA Dashboard, 1.9% of SED students were suspended at least once, a decrease of 1.6% from the previous year for a Green color rating for SED students. 3.7% of English Learners were suspended at least once, a decrease of 4.6% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students.	There was no suspension rate indicator for 2021, however DVD did not have any suspensions in 2020-21.	On the 2022 CA Dashboard, 3.2% of SED students were suspended at least once, for a Medium status for that subgroup. 13.3% of English Learners were suspended at least once for a Very High status for that subgroup.	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.	DVD will maintain a Blue or Green rating for both SED and EL student groups on CA School Dashboard.
Student Survey Responses: Diversity & Inclusion	Fall 2020 student surveys asked a new series of questions on diversity & inclusion. DVD students responded to these questions with a weighted average above 4 for all questions, where 4 represents frequently and 5 represents almost always.	On the Fall 2021 student survey, DVD students responded to diversity & inclusion questions with a weighted average above 4 for 4/5 questions, where 4 represents frequently and 5 represents almost always. The single question below a 4 rated a 3.88.	On the Fall 2022 student survey, DVD students responded to diversity & inclusion questions with a weighted 4 for 1/5 questions, where 5 represents almost always, 4 represents frequently, and 3 represents sometimes. 3 questions rated a 3.95	On the Fall 2023 student survey, DVD students responded to diversity & inclusion questions with a 3.75 - 4 point weighted average for all questions.	Weighted averages for diversity & inclusion questions on the Fall student survey will remain above a 4 for all questions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and only one question was at 3.7.		
Student Survey Responses: Compassionate & Caring Learning Community	On the Spring 2019 student survey, where more than 89% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	On the Spring 2022 student survey, 70% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	On the Spring 2023 student survey, 67% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	On the Fall 2023 student survey, 81% of students choose 3 or above (Strongly Agree/Agree/Neutral) on a 5 point scale for the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."
Student Survey Responses: Environment of High Integrity, Respect, & Trust	On the Spring 2019 student survey, more than 84% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."	On the Spring 2022 student survey, more than 60% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."	On the Fall 2022 student survey, more than 81% of respondents choose 'somewhat agree,' 'agree,' or 'strongly agree' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."	On the Fall 2023 student survey, 77% of students choose 3 or above (Strongly Agree/Agree/Neutral) on a 5 point scale for the annual student survey question, "This school creates an environment of high integrity, respect, and trust."	More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference in planned actions and implementation of plans this year.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on feedback we received, 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. Students shared in biannual survey results that they felt safer at school, that school was a caring learning community, and that they felt more comfortable expressing themselves. Parents shared positive feedback around teacher communication and follow-up, fairness of discipline and clarity of school expectations for students, and that parent feedback was welcomed and valued. Da Vinci Design was able to increase parent communication and buy-in around student activities and culture events this year. We continued to hold various assemblies hosted by different student clubs and on-campus groups to celebrate diversity, culture, and inclusivity. We also continued to implement and develop positive behavior intervention systems, including a "Design Ticket" system to recognize and reward students for positive behavior. While the 2022-2023 school year saw an increase in suspension numbers, we saw a significant rop in the suspension numbers of students, especially multiple suspensions for individual students, thanks to the increased intervention efforts of the Dean and the administrative team.

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

No substantive differences planned for the 2024-2025 school year.

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.

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in English according to state standards.	On the 2019 CA School Dashboard, DVD students scored 60.9 points above standard in ELA, a increase of 5.3 points from the year before, for a Green overall dashboard rating.	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in Spring 2022 and distance from standard results will be available for next year's LCAP update for the first time since the pandemic.	On the 2022 CA School Dashboard, DVD students scored 13.9 points below standard in ELA, earning a Low status rating. No scores were reported on the 2021 dashboard, so change and color ratings for this metric will not be reported until the 2023 dashboard release.	On the 2023 CA School Dashboard, DVD students scored 10.4 points above standard in ELA, an increase of 24.4 points from the year before, for a Green overall dashboard rating.	DVD will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.
Socioeconomically disadvantaged students and English Learners will demonstrate proficiency on CAASPP tests in	On the 2019 CA School Dashboard, our 67 SEL students at DVD scored 55 points above standard in English, a increase of 7.2 points from the	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in	On the 2022 School Dashboard, our 65 SEL students at DVD scored 46 points below standard in English, earning a Very Low status	On the 2023 CA School Dashboard, our 73 SEL students at DVD scored 8.9 points below standard in English, an increase of 37.1	DVD will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English at rates comparable to the school as a whole.	year before for a Green overall dashboard rating. DVD only had three 11th grade EL students in 2019, which is not enough students to have scores reported on the CA Dashboard for that year.	Spring 2022 and distance from standard results will be available for next year's LCAP update for the first time since the pandemic.	rating. DVD only had nine 11th grade EL students in 2022, which is not enough students to have scores reported on the CA Dashboard for that year.	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.	
DVD students will demonstrate college readiness in English as evidenced by Evidence based Reading & Writing (ERW) PSAT scores.	In Fall 2019, 47% of the 119 juniors tested met the benchmark on their ERW PSAT, and 17% of students were approaching benchmark, demonstrating that 64% of juniors were on track for college readiness in English.	In Fall 2021, 34% of the 117 juniors tested met the benchmark on their ERW PSAT, and 19% of students were approaching benchmark, demonstrating that 53% of juniors were on track for college readiness in English.	In Fall 2022, 40% of the 101 juniors tested met the benchmark on their ERW PSAT, and 9% of students were approaching benchmark, demonstrating that 49% of juniors were on track for college readiness in English.	In Fall 2023, 33% of the 116 juniors in the 2025 cohort met the benchmark on their ERW PSAT, and 14% of students were approaching benchmark, demonstrating that 47% of juniors were on track for college readiness in English.	PSAT ERW Met & Approaching benchmark scores will improve and then maintain at a rate higher than 75%.
DVD students will demonstrate growth towards college readiness as measured by mean benchmarks and mean growth projections on PSAT/SAT Evidence	DVD 2020 cohort growth: 33 students took the 2018 Fall PSAT, 2019 Spring SAT, and 2019 Fall SAT. These students exceeded the PSAT ERW mean math benchmark score of	Cohort growth was unfortunately not possible to calculate for the current junior class. Due to distance learning in Fall 2020, current juniors were not able to take the PSAT in 10th grade,	Cohort growth was unfortunately not possible to calculate for the current junior class. Current juniors did not take the PSAT in 10th grade, so growth data is not available, only	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	DVD students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based Reading & Writing (ERW) tests across their high school years.	460 with a mean score of 520. They went on to maintain their 520 mean on their Spring 2019 SAT ERW test, also meeting their projected mean score target of 520-560. On the Fall 2019 SAT ERW, they again demonstrated growth with a 570 mean score that met benchmark and projected mean score targets for that test as well.	so growth data is not available, only benchmark data, for Fall 2021.	benchmark data, for Fall 2022.	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 EL students will make progress towards English Language Proficiency or maintain the highest ELPI level until they are eligible for reclassification.	On the 2019 CA School Dashboard, 56.3% of DVD EL students made progress towards English Language Proficiency. No color was awarded because this was the first year that the metric was evaluated and growth could not be determined, however our initial performance level was Low.	English Learner Progress ratings were not included on the 2021 CA Dashboard, and ELPI results for Spring 2021 were not published by the state.	On the 2022 CA School Dashboard, 46.7% of DVD EL students made progress towards English Language Proficiency. No color was awarded because this was the first year that the metric was evaluated post-Covid, so change and color ratings for this metric will not be reported	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.	DVD will annually improve ELPI scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			until the 2023 dashboard release.		

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference in planned actions and implementation of plans this year.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Feedback from we received highlighted the significant, positive growth Da Vinci Design saw in ELA CAASPP testing scores this year. Educational partners also shared positivity and encouragement around the broad spectrum of tutoring services offered at DVD, the support from the of the Intervention Specialist, increased presence from academic coaches, and along with ELA intervention efforts of a new student-led Writing Center where students can receive peer-to-peer support during the school day. Professional development for ELA teachers around aligning curriculum to help students better prepare for key assessments occurred and will likely lead to continued increases in ELA achievement in the coming year.

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

In the 2023-24 school year, Da Vinci Design will focus on a year long theme of writing across the curriculum, where students will be challenged and supported to engage in writing in content areas outside of ELA classes. This will also engage the school in a conversation about writing standards, writing practices, anti-plagiarism efforts, and ways of positively embracing AI. intervention efforts for ELA will continue to be refined and streamlined in a collaborative effort between MTSS Committee, Intervention Specialist, and administration.

Intervention efforts will be allocated based on data-driven conversations and collaborative analysis of practices between educational partners.

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

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in Mathematics according to state standards.	On the 2019 CA School Dashboard, DVD students scored 46 points below standard in Math, a increase of 22.7 points from the year before, for a Green overall dashboard rating.	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in Spring 2022 and distance from standard results will be available for next year's LCAP update for the first time since the pandemic.	On the 2022 CA School Dashboard, DVD students scored 106.3 points below standard in Math, earning a Low status rating. No scores were reported on the 2021 dashboard, so change and color ratings for this metric will not be reported until the 2023 dashboard.	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 Yellow overall dashboard rating.	DVD will maintain a Blue or Green rating on the CA School Dashboard.
Socioeconomically disadvantaged students and English Learners will demonstrate proficiency on CAASPP tests in	On the 2019 CA School Dashboard, our 67 SEL students at DVD scored 47.5 points below standard in Math, an increase of 27.4 points from the	Distance from standard was not published by the state for Spring 2021 CAASPP testing. Juniors took the full CAASPP again in	On the 2022 School Dashboard, our 65 SEL students at DVD scored 131.8 points below standard in Math, earning a Very Low status rating.	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	DVD will maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics at rates comparable to the school as a whole.	year before for a Green overall dashboard rating. DVD only had three 11th grade EL students tested in 2019, which is not enough students to have scores reported on the CA Dashboard for that year.	Spring 2022 and distance from standard results will be available for next year's LCAP update for the first time since the pandemic.	DVD only had nine 11th grade EL students in 2022, which is not enough students to have scores reported on the CA Dashboard for that year.	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.	
DVD students will demonstrate college readiness in Mathematics as evidenced by PSAT scores.	In Fall 2019, 7% of the 119 juniors tested met the benchmark in Math, and 11% of students were approaching benchmark, demonstrating that 18% of juniors were on track for college readiness in Math.	In Fall 2021, 10% of the 117 juniors tested met the benchmark in Math, and 12% of students were approaching benchmark, demonstrating that 22% of juniors were on track for college readiness in Math.	In Fall 2022, 16% of the 101 juniors tested met the benchmark on their Math PSAT, and 6% of students were approaching benchmark, demonstrating that 21% of juniors were on track for college readiness in Math.	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 for college readiness in Math.	PSAT Math Met & Approaching benchmark scores will improve and then maintain at a rate higher than 50%.
DVD students will demonstrate growth towards college readiness as measured by mean benchmarks and mean growth projections on PSAT/SAT Math tests across their high school years.	DVD 2020 cohort growth: 33 students took the 2018 Fall PSAT, 2019 Spring SAT, and 2019 Fall SAT. These students did not meet the PSAT Math mean math benchmark score of 510 with a mean score of 480.	Cohort growth was unfortunately not possible to calculate for the current junior class. Due to distance learning in Fall 2020, current juniors were not able to take the PSAT in 10th grade, so growth data is not available, only	Cohort growth was unfortunately not possible to calculate for the current junior class. Current juniors did not take the PSAT in 10th grade, so growth data is not available, only benchmark data, for Fall 2022.	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	DVD students will continue to meet projected mean score and will improve to meet benchmark outcomes on PSAT and SAT Math exams.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	They did go on to demonstrate growth and scored a 490 mean on their Spring 2019 SAT Math test, which did not meet the 530 benchmark, but did meet their projected mean score target of 480-520. On the Fall 2019 SAT Math, they again demonstrated growth with a 500 score that did not meet benchmark but did meet projected mean score targets of 480-530.	benchmark data, for Fall 2021.		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.	

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference in planned actions and implementation of plans this year.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Feedback from we received highlighted the significant, positive growth Da Vinci Design saw in Math CAASPP testing scores this year. Educational partners also shared positivity and encouragement around the broad spectrum of tutoring services offered at DVD, support from additional class time and one-on-one support from math teachers, the support from the of the Intervention Specialist, and increased presence from academic coaches. Professional development for ELA teachers around aligning curriculum to help students better prepare for key assessments occurred and will likely lead to continued increases in ELA achievement in the coming year. Significant professional development for Math teachers around implementing new curriculum strategies and consistent instructional practices helped students better prepare for key assessments and led to increases in math achievement.

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

In the 2024-25 school year, the Math department and administration of Da Vinci Design will reinvest in the new resources for the existing math curriculum in consideration of the math course sequence implemented last year. This will be supported with increased access to internal and external professional development to support the Math team. Intervention efforts for math will continue to be refined and streamlined in a collaborative effort between MTSS Committee, Intervention Specialist, and administration. Intervention efforts will be allocated based on data-driven conversations and collaborative analysis of practices between educational partners.

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

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort graduation rate: DVD students will graduate within 4 years of starting high school.	DVD students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th-year early college program established in 2015. 20 students from the class of 2019 (16.9% of the cohort) elected to enroll in DVX, which if added to our 79.7% graduation rate provides a corrected graduation rate of 96.6%. All DVX students from this cohort are enrolled in college courses during the 2019-20 school year	DVD students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. 5 Da Vinci Design students from the class of 2021 (4.2% of the cohort) elected to enroll in DVX, which if added to our 95.8% graduation rate provides a corrected 4-year cohort graduation rate of 100%. All DVX students from this cohort are enrolled in college courses during	The DVD 4-year cohort graduation rate for the class of 2022 was rated Very High on the 2022 CA Dashboard, with an official rate of 97.1%.	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 overall dashboard rating.	Cohort graduation rate (including DVX students) will be Very High by state standards (at least 95%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the 2021-22 school year.			
Cohort Dropout rate: DVD students will remain enrolled in school through graduation.	The 4-year cohort dropout rate for the class of 2020 was 0.7% (1 student).	The 4-year cohort dropout rate for the class of 2021 was 0%.	The 4-year cohort dropout rate for the class of 2022 was 2.21%.	The 4-year cohort dropout rate for the class of 2023 was .79% (1 student).	The dropout rate will remain less than 2%.
All DVD graduates will demonstrate college and career readiness.	On the 2019 CA School Dashboard, 63.1% of DVD students were rated by the state as Prepared, an increase of 11.2% from the year before, for a Green overall dashboard rating.	The state did not publish college and career preparedness ratings for the class of 2021 on the 2021 CA School Dashboard. CCI results will be available for next year's LCAP update for the first time since the pandemic.	The state elected not to publish college and career preparedness ratings for the class of 2022 on the 2022 CA School Dashboard. CCI status will be available for next year's LCAP update for the first time since the pandemic.	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.	DVD will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.
Socioeconomically disadvantaged students and English Learners will demonstrate college and career readiness at rates comparable to the school as a whole.	On the 2019 CA School Dashboard, 62.6% of DVD SED students were rated as prepared on the College & Career indicator, an increase of 12.1% from the previous year, for an overall Green rating on the dashboard for SEL students. DVD only had seven 12th	The state did not publish college and career preparedness ratings for the class of 2021 on the 2021 CA School Dashboard. CCI results will be available for next year's LCAP update for the first time since the pandemic	The state elected not to publish college and career preparedness ratings for the class of 2022 on the 2022 CA School Dashboard. CCI status will be available for next year's LCAP update for the first time since the pandemic.	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	DVD will maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	grade EL graduates in 2019, which is not enough students to have preparedness reported on the CA Dashboard for that year.			preparedness reported on the CA Dashboard for this year. 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.	
All DVD students will have access to a broad course of study	98.1% of the class of 2020 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	89.2% of the class of 2021 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	94.7% of the class of 2022 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	99% of the class of 2023 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%.
All DVD students will have access to CTE career education pathways.	40.4% of the class of 2020 graduating cohort completed a CTE course pathway.	35% of the class of 2021 graduating cohort completed a CTE course pathway.	37% of the class of 2022 graduating cohort completed an official CTE course pathway in Architectural Design. An additional 41% of 2022 graduates completed the non-CTE Design, Visual, & Media Arts pathway, for an overall pathway completion rate of 78%.	84% of the class of 2023 graduating cohort completed a CTE course pathway.	DVD will increase and then maintain CTE pathway completion rates to remain above 50%.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference in planned actions and implementation of plans this year.

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Feedback we received noted and celebrated Da Vinci Design's exceptional graduation rates, very strong participation in CTE pathways courses, and access to dual enrollment opportunities. Educational partners highlighted that students are exposed to and experience career pathways, including through CTE related field trips, and a way to learn about themselves and their college/career goals. Educational partners also noted that students have access to Real World Learning internships and summer opportunities through online database (Canvas), and reflected that students feel ready for college through having experiences on college campuses and that DVD students have college-level skills.

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

No substantive differences planned for the 2024-2025 school year.

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.

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Design	Russell Stoll Principal	rstoll@davincischools.org 310-725-5800

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Da Vinci Design exists to provide our students a rigorous, relevant, and hands-on college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. The focus of Da Vinci Design is to provide a springboard for students to prepare for college and career in the greater design field and beyond.

Our vision for Da Vinci Design is that each and every student has the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. While many schools today are talking about what it means to prepare students for our 21st century global society, at Da Vinci Design we are employing methodologies that incorporate technology, contact with "real world" workplaces and skills development, and development of learning habits and core competencies that prepare all of our students to succeed in college and beyond. Many of the students we serve will be the first in their families to attend college. These students characteristically regard college as

an unrealistic dream – it is too expensive, too difficult, and not for someone like them. Thus a critical goal of our program is to help these students and families understand that college is in fact a realistic option in which they can succeed.

Da Vinci Design strives to provide an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community. Almost every decision at Da Vinci is marked by the questions: "How does it connect to the real world?" and "How can we get more kids to and through college?" Our mission is: We are a learning community that challenges and empowers students to be empathetic, collaborative and critical thinkers.

Da Vinci Design's goal is to enable students to become self-motivated, competent, life-long learners through learning that is initiated and pursued by the students under the guidance of Da Vinci Design's staff. The focus is on providing a high-quality educational program that enables students to achieve proficient to advanced student performance on state standards, while preparing all students to enter digital design, architecture, or their chosen fields of study and career. This is done both in core classes as well as via our newly added and focused Career Pathway classes. Our goal is for students to achieve a better than the average education when compared to California public school students in total. Students are expected to achieve a minimum of one year of academic growth for each year of study. In addition, it is our goal to meet or exceed those state (e.g., CASSP) and federal (e.g., No Child Left Behind) standards and goals that apply to charter schools. Therefore, Da Vinci Design has, as its highest priorities, to:

- Promote quality college preparatory education, leveraging design thinking and problem solving.
- Employ highly qualified teachers critical to the creation of a new generation of innovators.
- Prepare curriculum that will lead to enhancement of the undergraduate education of the future design workforce.
- Involve talented design undergraduate students, postgraduate professionals, and other career specialists in the mentoring of students.

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

Reflections: Annual Performance

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

The LEA is most proud of the Career Pathway development implementation, growth in ELA and Math scores, 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 (new in 2024-25) for their 11th and 12th grade years. Students are eligible to earn credit at

our local community college for Architecture, 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 ELA and Math proficiency as measured by CAASPP state testing. Test results for DVD from 2023 in Math showed a 27.1 point increase and an increase in 6% proficiency (compared to CA rates of +2.6 pts and +1.2%). Test results for DVD from 2023 in ELA showed a 24.4 point increase and an increase by 6% in proficiency (compared to CA rates of -1.4 pts and -.4%). There is still room for positive growth in these areas, and key stakeholders like the admin team and the MTSS committee at Da Vinci Design will continue to monitor these numbers and work toward positive growth well above state benchmarks,

College & Career Readiness rates are exceptional at Da Vinci Design. 82% of DVD students were rated as prepared on the College & Career indicator, including 78.2% SED students (this is compared to CA rates of 43.9% and CA SED: 35.4%). The Class of 2023 had a CTE pathway completion rate of 84% (as compared to CA rates of 18.7%).

One local performance indicator that is a needed area of growth for Da Vinci Design is in the area of attendance. ADA has increased from year to year since the COVID-19 pandemic; however, ADA is still below the benchmark of 95%. In working with educational partners to understand this issue, analysis is that a post-COVID mindset shift has resulted in students and families change in attitude toward in-person learning and in-person school. Our student population has also seen an increase in chronic absenteeism due to physical and mental health in comparison to pre-COVID numbers. The school's action plan moving forward is to implement strategies for school refusal in collaboration with the Da Vinci Schools central office, Dean of Student Success and Culture, counseling team, intervention specialist, and grade-level teacher liaisons for MTSS.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	readily available, while parent workshops and counseling workshops provide valuable education opportunities. Strategic staffing, including a Family Engagement Coordinator, supports parents keeps parents informed of key resources and events. Additionally, the Parent Advisory Committee ensure that parental voices are integral to our school's success.
Staff	At Da Vinci Design we engage staff as educational partners by providing 20 days of professional development each year and actively seeking their input on key decisions that affect the school. Our Cohesion Team is a representative body of certificated and classified staff that meetings biweekly with the Principal to engage in deeper conversation and provide feedback on key school programs. Our Parent Advisory Committee include staff voices in decision-making. The evaluation process encourages self-reflection and bi-annual meetings with administrative evaluators, promoting continuous growth. With an open-door policy, administrators remain accessible, and staff are honored as professionals, enjoying significant autonomy, such as designing project-based curricula.
Administrative Team	At Da Vinci Design, the administrative team is made up of the principal, assistant principal, and dean of student success and culture. The team meets twice weekly to formally discuss school programs outlined int he 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 a 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 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.

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 will have access to instructional materials in print or electronic formats.	
1.2	CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student Accountability Report Card (SARC)	Official CDE Teacher Misassignment data is not yet available for 2022-23, however DVD anticipates 7 total teacher			100% of teachers are properly assigned.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		misassignments in 2022-23.				
1.3	Teacher reflections and evaluations	100% of teachers are currently participating in a reflective evaluation process in 2023-24.			96% of teachers will participate in a reflective evaluation process and earn a positive evaluation.	
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 Professional Learning Environment.			Staff will continue to provide at least 90% positive feedback on professional learning opportunities at DVD.	
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.			85% of students will remain above a 2.0 unweighted GPA each semester.	
1.6	Targeted academic intervention	100% of students in need of intervention in Fall 2022 had academic supports in place before Spring 2024.			100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 existing specialized academic plans (IEPs/504s) will have plans in place and communicated to teachers within 30 days of enrollment	
1.8	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.	The school is clean and well maintained per January 2024 facilities inspection overall rating of 'Exemplary.'			Overall annual facilities inspection rating will remain 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?'			At least 95% of students will report feeling safe at school.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$17,735.00	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.	$2,600.00	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.	$113,852.50	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		No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$67,725.00	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%.			The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 88% of families responded			At least 85% of families Agree or Strongly Agree	

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.			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.			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.	
2.4	Average Daily Attendance (ADA)	2023-24 DVD ADA was 92.69%.			DVD ADA will remain above 95%.	
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.			DVD will decrease the suspension rate to earn and then maintain a Blue or Green rating on CA School Dashboard.	
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			DVD will maintain a Blue or Green rating for both SED and EL student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.			groups on CA School Dashboard.	
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.			More than 80% of respondents choose 'Agree,' or 'Strongly Agree' on the 5 question Diversity & Inclusion section of the annual student survey.	
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.			More than 80% of respondents choose 'Agree,' or 'Strongly Agree' on the 7 question School Community & Connectedness section of the annual student survey.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/ guardian engagement & communications	Da Vinci Design will increase parent participation, input, and involvement of unduplicated students through expanded activities including a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	$35,991.00	Yes
2.2	Advisory curriculum	Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Ensuring the	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		representation and engagement of unduplicated students, as well as developing curriculum that supports academic and socioemotional skills critical to their college readiness will be a priority. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.		
2.3	Counseling staffing	Counselors will support all students at Da Vinci Design more effectively with a lower student to counselor ratio, and the school will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVD ensures a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college & career supports for all students.	$232,000.00	No
2.4	Extra-curricular activities	Students will have community dialogues that increase student morale and have access to extracurricular programs such as athletics, performing arts, and clubs and special programs on campus. Stipends or hourly wages for adults running extracurricular programs will be offered.	$293,000.00	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.	$40,992.00	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.	$172,000.00	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,	$116,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English learners, foster youth, and redesignated fluent English proficient pupils, in the areas of academics, socioemotional issues, and college & career support.		
2.8	School Climate & Culture Staffing	The school environment at Da Vinci Design will be a space where everyone feels safe, welcome, that they belong, and that they can express themselves. Students and educators will work together in a culture of mutual respect and trust, and all educators will set and uphold clear, positively-framed expectations for student behavior: mindful, responsible and respectful. When conflicts arise, space will be provided for community and individual needs to be met, and all will be treated with compassion and given opportunities to repair harm. MTSS staff will support the school climate and culture goals by creating proactive, positive culture building systems. They will provide the school support team with multiple opportunities for professional learning to strengthen behavior strategies, set clear work expectations, and promote a safe, supportive learning environment for all students and also use data proactively and systematically to ensure targeted success (behavioral, academic, and attendance interventions) for unduplicated students.	$161,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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			DVD will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.	

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.				
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 CA School Dashboard, our 73 SEL 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.			DVD will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.	
3.3	PSAT Evidence-Based Reading and Writing (ERW): 11th grade college readiness	In Fall 2023, 33% of the 116 juniors in the 2025 cohort met the benchmark on their ERW PSAT, and 14% of students were approaching benchmark, demonstrating that 47% of juniors were on track for college readiness in English.			PSAT ERW Met & Approaching benchmark scores will improve and then maintain at a rate higher than 75%.	
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			DVD students will continue to meet benchmarks and projected mean scores on PSAT	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.			and SAT ERW exams.	
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.			DVD will annually improve ELPI scores to earn and maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$59,000.00	Yes
3.2	English Learner support course & Coordinator	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development seminars for EL students working to make progress in proficiency will also be funded.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	English diagnostics/ reading programs	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils were provided diagnostic tests in ELA at the start of the year to identify present levels in 9th grade. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.	$27,850.00	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.	$11,500.00	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.	$28,500.00	Yes
3.6	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Yellow 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.			DVD will maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	
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 for college readiness in Math.			PSAT Math Met & Approaching benchmark scores will improve and then maintain at a rate higher than 50%.	
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			DVD students will continue to meet projected mean score and will improve to meet benchmark	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.			outcomes on PSAT and SAT Math exams.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$59,000.00	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.	$50,350.00	Yes
4.3	Multi-tiered support systems	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$2,000.00	Yes
4.4	Summer bridge program	Summer school math courses will be made available for incoming freshmen who need additional foundational math support.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	PSAT/SAT test and prep course fees	To ensure success for all students, SAT/ACT prep courses were offered free of charge to students on weekends and during summer. All unduplicated students will be offered the opportunity to take the PSAT free of charge in grades 9-11.	$5,000.00	No
4.6	Mathematics Intervention Specialist	The Math Intervention Specialist will support student achievement in the area of Math and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialist will provide individual or small group instruction to students who are struggling academically and coaching to Math teachers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$28,500.00	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			Cohort graduation rate will be Very High by state standards (at least 95%).	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 dropout rate will remain less than 2%.	
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.			DVD will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	
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			DVD will maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.	

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.				
5.5	Broad course of study: A-G eligibility rate	99% of the class of 2023 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%.	
5.6	Career Technical Education (CTE) pathway completion rate	84% of the class of 2023 graduating cohort completed a CTE course pathway.			DVD will increase and then maintain CTE pathway completion rates to remain above 50%.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	$25,300.00	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
5.3	College courses and Dual Enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$5,750.00	No
5.4	Career exploration/ CTE program, staffing, & credentialing costs	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. Naviance is a college and career program that further connects student strengths and interests directly to career exploration tools that are in turn connected to college majors and specific colleges strong in those areas. CTE Pathways give students the opportunity for applied	$529,789.00	No

Action #	Title	Description	Total Funds	Contributing
		learning and the experiences that they need to be prepared to engage in careers beyond high school and college.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$609,558.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.720%	0.000%	$0.00	9.720%

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:** 94% of all Da Vinci Design students achieved a 2.0 or above unweighted GPA in Fall 2023. Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED students, with only 93% of SED students	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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	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
	earning a 2.0 GPA that term, 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. 86% of EL students earned a 2.0 or above GPA in Fall 2023, while 95% of non-EL students earned a 2.0. In 2023-24, socioeconomically Disadvantaged (SED) students also have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2023, SED students scored 8.9 points below standard in ELA, while All Students scored 10.4 points above standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. in 2023, EL students scored 58.4 points below standard in ELA (All Students: 4.4 above standard). In Math, Socioeconomically Disadvantaged (SED) students have significantly lower CAASPP scores than the All Students results, demonstrating learning gaps in Math are present. in 2023, SED students scored 109.5 points below standard and All Students scored 79.2 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 2023, EL students	plan curriculum with their department teams to ensure Common Core Standards are being met. Teacher professional development provides training in techniques such as scaffolding, sheltered instruction, and language-rich classroom environments, which are essential for EL students to grasp complex academic concepts while simultaneously learning English, but these strategies benefit all students LEA wide, not just those whose language is other than English. SED, EL, Foster, and Homeless students often face unique challenges, including gaps in prior knowledge and lack of access to resources. Professional development can equip teachers with strategies to differentiate instruction and provide targeted support to meet their diverse needs. Research shows that targeted professional development improves teacher effectiveness, which in turn leads to higher student achievement and GPAs (Darling-Hammond, Hyler, & Gardner, 2017). Investing in teachers' growth directly benefits unduplicated students, fostering a more equitable and successful learning 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
	scored 143.3 points below standard (All Students: 79.2 below standard) in Math. Professional development encourages teachers to develop curricula that are relevant and engaging for all students, including those from disadvantaged backgrounds. Engaging content can increase motivation and participation, leading to better academic outcomes. Teacher professional development opportunities are essential to increase GPAs and access to core content curriculum for unduplicated students as effective professional development equips teachers with strategies to address diverse learning needs, implement inclusive teaching practices, and use data-driven instruction. By enhancing teachers' skills in differentiation, culturally responsive pedagogy, and formative assessment, they can better support unduplicated students' academic progress. **Scope:** LEA-wide		
1.5	**Action:** Academic coaching support **Need:** 94% of all Da Vinci Design students achieved a 2.0 or above unweighted GPA in Fall 2023. Socioeconomically Disadvantaged (SED) students had rates lower than for non-SED students, with only 93% of SED students	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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. Individualized student academic coaches further provide a comprehensive support system that	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
	earning a 2.0 GPA that term, 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. 86% of EL students earned a 2.0 or above GPA in Fall 2023, while 95% of non-EL students earned a 2.0. In 2023-24, socioeconomically Disadvantaged (SED) students also have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2023, SED students scored 8.9 points below standard in ELA, while All Students scored 10.4 points above standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps are even larger than those for SED students. in 2023, EL students scored 58.4 points below standard in ELA (All Students: 4.4 above standard). In Math, Socioeconomically Disadvantaged (SED) students have significantly lower CAASPP scores than the All Students results, demonstrating learning gaps in Math are present. in 2023, SED students scored 109.5 points below standard and All Students scored 79.2 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 2023, EL students	addresses the unique needs of English Learners and Socioeconomically Disadvantaged students. By offering personalized academic assistance, emotional support, resource access, and future planning, coaches play a critical role in helping these students overcome barriers and achieve their full potential. Targeting these student groups schoolwide through regular and thorough data reviews helps to ensure that no students fall through the cracks.	

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
	scored 143.3 points below standard (All Students: 79.2 below standard) in Math. Academic coaching is vital for improving results for English Learners and Socioeconomically Disadvantaged students by providing personalized support, enhancing instructional practices, facilitating data-driven decision making, offering emotional and social support, promoting collaboration, and ensuring accountability. Through these comprehensive and ongoing efforts, academic coaching helps create an educational environment where all students can thrive. **Scope:** LEA-wide		
2.1	**Action:** Parent/ guardian engagement & communications **Need:** In the Da Vinci Design Fall 2023 parent survey, 95% of all Design parents Agree or Strongly Agree that they feel welcome to participate at the school. The results for unduplicated student families vary slightly lower for families of English Learners and Socioeconomically Disadvantaged students. Fall 2023 parent survey responses to the question: 'I feel welcome to participate at this school' are 92% positive (Agree/Strongly Agree) for families	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. Da Vinci Design will increase parent participation, input, and involvement of unduplicated students through expanded activities including a family engagement coordinator, parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	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
	whose primary language is other than English, and 91% positive for those who report being Socioeconomically Disadvantaged.

Average Daily Attendance rated for Design students also highlights some discrepancies, with the overall DVD 2023-24 ADA at 92.69%. For SED students enrolled over 30 days, the ADA rate is 91.27% as compared to their non-SED peers at 93.99%. For EL students, the ADA rate is very similar to their non-EL peers, with the EL student rate at 92.82 and the non-EL student rate at 92.49.

Increasing parent and guardian engagement and communications at a school can help improve parent engagement survey results and reduce chronic absenteeism. When parents are actively involved and informed about their child's education, they are more likely to support and reinforce positive behaviors and attendance at home. Effective communication builds trust and a sense of partnership between the school and families, fostering a collaborative environment. This, in turn, enhances parents' perception of the school, leading to a greater feeling of school participation and engagement. Additionally, engaged parents can identify and address barriers to attendance early, ensuring students are consistently present and engaged in their learning.

Scope: | Increasing parent participation in school events and communications through effective parent communications and parent engagement events can significantly improve outcomes for unduplicated students (SED, EL, Foster, Homeless). Research indicates that parental involvement is linked to higher academic achievement and better student behavior (Henderson & Mapp, 2002). School events and regular communications create opportunities for parents to engage with teachers and stay informed about their child's progress, fostering a supportive home environment. This engagement helps bridge educational gaps, provides tailored support, and encourages consistent attendance and participation, ultimately enhancing the academic and social-emotional outcomes for unduplicated students. | |

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Advisory curriculum **Need:** On the 2023 CA School Dashboard College and Career Indicator (CCI), 81.7% of Design graduates 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. 78.2% of Design SED graduates were rated as prepared on the College & Career indicator for a Very High status as well. Design had fewer than 11 EL graduates in 2023, so no CCI status was reported on the 2023 dashboard for this group. Student connectedness as measured by the annual student surveys shows that unduplicated students generally have higher feelings of connectedness and school satisfaction than their peers. On the annual student survey question 'This school creates a compassionate and caring learning community," 41% of SED students responded positively (Agree or Strongly Agree), while 34% of non-SED students responded positively. Similarly, for the question, 'This school creates an environment of high integrity, respect, and trust,' 30% of SED students responded positively as compared to 34% of non-SED students. EL students also had higher ratings for both questions than their	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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. Advisory curriculum that fosters student engagement and connection with peers and staff, while supporting academic, behavioral, and college readiness success, is critical in the way that Da Vinci Design supports unduplicated students in having the tools necessary for success. Unduplicated students in particular have been historically underserved by traditional schools and often face additional challenges and barriers to success that can leave them feeling disconnected from the school community. The DVD advisory program aims to provide personalized guidance, build strong relationships, and create a supportive network for all students, but especially those who need it most. This holistic approach helps address their unique needs, enhances their sense of belonging, and promotes	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
	non-EL peers, with 67% of EL students reporting an environment of high integrity, respect, and trust while only 31% of non-EL students felt that way. For compassionate and caring learning community, EL students were 67% positive, while non-EL students were only 37% positive. Advisory curriculum that enhances connectedness and supports academic, behavioral, and college readiness success is particularly vital for unduplicated students at DVD. Unduplicated students often face unique challenges which can hinder their educational progress and sense of belonging. A well-rounded curriculum that fosters strong relationships and engagement helps mitigate some of these challenges by creating a supportive and inclusive school environment. This holistic approach not only boosts academic achievement by providing targeted support and personalized learning strategies but also promotes positive behaviors and emotional well-being. Additionally, by emphasizing college readiness, the curriculum equips unduplicated students with the skills and confidence necessary to pursue higher education and future career opportunities, ensuring they have equitable opportunities for long-term success. **Scope:** LEA-wide	resilience. Research shows that such engagement leads to improved academic performance, better behavior, and increased college preparedness (McClure et al., 2010), thus ensuring that unduplicated students at DVD have equitable opportunities for success.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** Additional Counseling staffing **Need:** On the 2023 CA Dashboard, 3.4% 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 in to disaggregated suspension data for unduplicated student groups, on the 2023 CA Dashboard, 4.6% of SED students were suspended at least once, an increase of 1.4% from the previous year for an Orange color rating. 16% of EL students were suspended at least once, an increase of 2.7% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. On the 2023 CA School Dashboard College and Career Indicator (CCI), 81.7% of Design graduates 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. 78.2% of Design SED graduates were rated as prepared on the College & Career indicator for a Very High status as well. Design had fewer than 11 EL graduates in 2023, so no CCI status was reported on the 2023 dashboard for this group.	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. Counselors will support all students at Da Vinci Design more effectively with a lower student to counselor ratio, and the school will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVD ensures a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college & career supports for all students. Lower student-to-counselor ratios can significantly improve student connectedness, suspension rates, and college readiness. With more manageable caseloads, counselors can provide personalized attention, fostering stronger relationships and a sense of belonging among students. This connectedness reduces behavioral issues, leading to fewer suspensions. Additionally, counselors can offer tailored academic and college preparation support, ensuring students are better informed and prepared for post-secondary education. Research supports that lower ratios enhance the quality of guidance services, enabling counselors to address individual needs effectively, thereby boosting students' academic and social outcomes (American School Counselor Association, 2019).	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
	Student connectedness as measured by the annual student surveys shows that unduplicated students generally have higher feelings of connectedness and school satisfaction than their peers. On the annual student survey question 'This school creates a compassionate and caring learning community," 41% of SED students responded positively (Agree or Strongly Agree), while 34% of non-SED students responded positively. Similarly, for the question, 'This school creates an environment of high integrity, respect, and trust,' 30% of SED students responded positively as compared to 34% of non-SED students. EL students also had higher ratings for both questions than their non-EL peers, with 67% of EL students reporting an environment of high integrity, respect, and trust while only 31% of non-EL students felt that way. For compassionate and caring learning community, EL students were 67% positive, while non-EL students were only 37% positive.

Unduplicated students are historically underserved in traditional school models, and face unique challenges that require personalized attention. Staffing additional counselors at Da Vinci Design to lower our counselor to student ratio means better identification of and response to individual needs, fostering stronger relationships and a supportive environment. This individualized support can address academic, social, and emotional barriers, improving attendance, behavior, and academic outcomes. Moreover, | | |

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
	additional counselors can provide targeted college and career readiness guidance, ensuring these students have the resources and support necessary for post-secondary success. Enhanced counseling services are crucial for addressing the diverse needs of unduplicated students effectively. **Scope:** LEA-wide		
2.8	**Action:** School Climate & Culture Staffing **Need:** On the 2023 CA Dashboard, 3.4% 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 in to disaggregated suspension data for unduplicated student groups, on the 2023 CA Dashboard, 4.6% of SED students were suspended at least once, an increase of 1.4% from the previous year for an Orange color rating. 16% of EL students were suspended at least once, an increase of 2.7% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. Average Daily Attendance rated for Design students also highlights some discrepancies,	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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,	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
	with the overall DVD 2023-24 ADA at 92.69%. For SED students enrolled over 30 days, the ADA rate is 91.27% as compared to their non-SED peers at 93.99%. For EL students, the ADA rate is very similar to their non-EL peers, with the EL student rate at 92.82 and the non-EL student rate at 92.49. On the 2023 CA School Dashboard College and Career Indicator (CCI), 81.7% of Design graduates 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. 78.2% of Design SED graduates were rated as prepared on the College & Career indicator for a Very High status as well. Design had fewer than 11 EL graduates in 2023, so no CCI status was reported on the 2023 dashboard for this group. Student connectedness as measured by the annual student surveys shows that unduplicated students generally have higher feelings of connectedness and school satisfaction than their peers. On the annual student survey question 'This school creates a compassionate and caring learning community," 41% of SED students responded positively (Agree or Strongly Agree), while 34% of non-SED students responded positively. Similarly, for the question, 'This school creates an environment of high integrity, respect, and trust,' 30% of SED students responded positively as compared to	and attendance interventions) for unduplicated students. Research indicates that schools with dedicated climate and culture staffing see better outcomes for unduplicated students as compared to those without such support. Studies show that a positive school climate is linked to higher academic achievement, improved behavior, and increased student engagement (Thapa et al., 2013). Staff focused on climate and culture can implement programs that foster inclusivity, respect, and trust, directly addressing the unique needs of unduplicated students. By creating a supportive environment, schools like Da Vinci Design help unduplicated students feel valued and connected, leading to better academic and behavioral outcomes (McClure et al., 2010)	

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
	34% of non-SED students. EL students also had higher ratings for both questions than their non-EL peers, with 67% of EL students reporting an environment of high integrity, respect, and trust while only 31% of non-EL students felt that way. For compassionate and caring learning community, EL students were 67% positive, while non-EL students were only 37% positive. School climate and culture staffing is essential for improving results for unduplicated students at Da Vinci Design. Dedicated MTSS staff can create a more inclusive, supportive environment that addresses these students' unique needs. They can implement programs that foster a positive school culture, promote equity, and enhance student engagement. Research indicates that a positive school climate improves academic performance, behavior, and emotional well-being (Thapa et al., 2013). By focusing on school climate and culture, staff can ensure unduplicated students feel valued and supported, leading to better academic outcomes, higher attendance rates, improved behavior, and increased college and career readiness. **Scope:** LEA-wide		
3.1	**Action:** Intervention and support seminar programs in English	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. Students in need of English interventions will have access to intervention and support courses in	DVD will continue to monitor academic progress and access to curriculum in ELA for

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 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2023, SED students scored 8.9 points below standard in ELA, while All Students scored 10.4 points above standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in ELA are even larger than those for SED students. in 2023, EL students scored 58.4 points below standard in ELA (All Students: 4.4 above standard). English interventions and support programs are essential when achievement gaps in ELA testing are present for unduplicated students. ELA intervention programs and staff identify specific learning needs, skill deficiencies, and areas for targeted intervention. Reading programs then provide structured, evidence-based instruction tailored to address these gaps, helping students improve their literacy skills. Together, these tools ensure that instruction is personalized and effective, promoting better comprehension, fluency, and overall academic performance. These actions are critical for closing achievement gaps and ensuring equitable educational outcomes for all students.	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. It is crucial for unduplicated students to have additional ELA intervention and support courses in their weekly schedules. These interventions address gaps in language and literacy skills, which are fundamental for academic success across all subjects. According to Slavin et al. (2009), targeted ELA support significantly improves reading comprehension and overall academic performance. Consistent, focused instruction helps unduplicated students build essential skills, boosts their confidence, and ensures they meet grade-level expectations. By prioritizing ELA support, DVD enhances educational equity, ensuring these students have the tools necessary for long-term academic and career success. Individualized student academic coaches further provide a comprehensive support system that addresses the unique needs of unduplicated students. By offering personalized academic assistance, emotional support, resource access, and future planning, coaches play a critical role in helping these students overcome barriers and achieve their full potential. These combined strategies provide personalized, effective support, and will lead to measurable improvements in ELA CAASPP scores and narrowing achievement gaps for these students.	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		
3.3	**Action:** English diagnostics/ reading programs **Need:** On the 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2023, SED students scored 8.9 points below standard in ELA, while All Students scored 10.4 points above standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in ELA are even larger than those for SED students. in 2023, EL students scored 58.4 points below standard in ELA (All Students: 4.4 above standard). Diagnostic testing and additional reading supports are essential when achievement gaps in ELA testing are present for unduplicated students. Diagnostic testing identifies specific learning needs, skill deficiencies, and areas for targeted intervention. Reading programs then provide structured, evidence-based instruction tailored to address these gaps, helping students improve their literacy skills. Together, these tools ensure that instruction is personalized and effective, promoting better comprehension, fluency, and overall academic	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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. Research shows that diagnostic testing and reading programs significantly improve ELA test scores for all students, but especially for unduplicated students. A study by the National Center for Education Statistics (NCES) found that schools using diagnostic assessments effectively identified students' specific needs, allowing for targeted interventions. Additionally, the Institute of Education Sciences (IES) reports that evidence-based reading programs tailored to these diagnostics help improve literacy skills, comprehension, and fluency. These combined strategies provide personalized, effective support, and will lead to measurable improvements in ELA CAASPP scores and narrowing achievement gaps for these students.	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
	performance. These tools are critical for closing achievement gaps and ensuring equitable educational outcomes for all students. **Scope:** LEA-wide		
3.4	**Action:** MTSS Supports **Need:** On the 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2023, SED students scored 8.9 points below standard in ELA, while All Students scored 10.4 points above standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in ELA are even larger than those for SED students. in 2023, EL students scored 58.4 points below standard in ELA (All Students: 4.4 above standard). On the 2023 CA Dashboard, 3.4% 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.	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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. Specific MTSS practices, such as differentiated instruction, targeted progress monitoring, and tiered interventions, have been demonstrated to increase ELA achievement for unduplicated students. Differentiated instruction tailors lessons to meet diverse learning needs, while progress monitoring regularly assesses student performance, allowing for timely adjustments. Tiered interventions provide escalating levels of support based on individual student needs. Research by Fuchs et al. (2010) shows that these practices enhance math achievement by ensuring that students receive appropriate, targeted support, thereby closing achievement gaps and fostering a more inclusive and effective learning environment for all students.	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
	When we dive in to disaggregated suspension data for unduplicated student groups, on the 2023 CA Dashboard, 4.6% of SED students were suspended at least once, an increase of 1.4% from the previous year for an Orange color rating. 16% of EL students were suspended at least once, an increase of 2.7% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. Implementing Multi-Tiered System of Supports (MTSS) is crucial for increasing achievement among unduplicated students. MTSS provides a structured framework to identify and address students' academic and behavioral needs through tiered interventions and support. This approach ensures that all students receive high-quality instruction and targeted support based on their individual needs. Research indicates that MTSS improves student outcomes by promoting early identification of issues and providing timely, data-driven interventions (McIntosh & Goodman, 2016). Through our effective MTSS practices, DVD can enhance educational equity, ensuring unduplicated students receive the necessary resources and support to succeed. **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 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP ELA scores than the All Students results, demonstrating learning gaps in English. in 2023, SED students scored 8.9 points below standard in ELA, while All Students scored 10.4 points above standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in ELA are even larger than those for SED students. in 2023, EL students scored 58.4 points below standard in ELA (All Students: 4.4 above standard). Targeted English Language interventions and supports are essential when achievement gaps in ELA CAASPP testing are present for unduplicated students. ELA intervention specialists help identify specific learning needs, skill deficiencies, and areas for targeted intervention. Individual and small group instruction provides structured, evidence-based instruction tailored to address these gaps, helping students improve their numeracy skills. Together, these practices ensure that instruction is personalized and effective, promoting better comprehension, fluency, and overall academic performance. These tools are critical for closing achievement gaps and ensuring equitable educational outcomes for all students.	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. ELA intervention specialists have been demonstrated to increase English language achievement for unduplicated students by providing targeted, individualized support. These specialists focus on improving literacy skills through tailored instruction, which addresses specific gaps and strengthens foundational knowledge. Research shows that students receiving specialized ELA interventions make significant gains in reading comprehension and overall language proficiency (Vaughn et al., 2012). By implementing evidence-based strategies and continuously monitoring progress, DVD ELA intervention specialists help unduplicated students overcome language barriers, leading to improved academic performance and better preparation for future educational challenges.	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 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. in 2023, SED students scored 109.5 points below standard in Math, while All Students scored 79.2 points below standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. in 2023, EL students scored 143.3 points below standard in Math (All Students: 79.2 below standard). Similar to the English interventions noted above, intervention and support programs in Math are crucial when achievement gaps in CAASPP testing are continue to persist for unduplicated students. These interventions address specific academic deficiencies by providing targeted instruction, language support, and personalized learning strategies. By focusing on the unique needs of these students, such programs help bridge learning gaps, improve literacy skills, and enhance overall academic performance. Additionally,	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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. Similar to the same interventions in English outlined in Goal 3, access to scheduled intervention and support courses ensures that unduplicated students receive targeted help to address their specific challenges in math. By maintaining and increasing academic coaches and support hours, DVD provides personalized guidance and resources, enhancing student understanding and engagement in ELA. These dedicated interventions allow for continuous, focused instruction and timely feedback, addressing learning gaps and promoting skill development. This comprehensive support system fosters a more inclusive and effective learning environment, ultimately closing the achievement gap in math for these 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
	they foster a supportive learning environment that builds confidence and motivation, essential for overcoming challenges and achieving academic success. **Scope:** LEA-wide		
4.2	**Action:** Math diagnostics/ math programs **Need:** On the 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. in 2023, SED students scored 109.5 points below standard in Math, while All Students scored 79.2 points below standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. in 2023, EL students scored 143.3 points below standard in Math (All Students: 79.2 below standard). Diagnostic testing and math support programs are essential when achievement gaps in math CAASPP testing are present for unduplicated students. Math diagnostic testing helps identify specific learning needs, skill deficiencies, and areas for targeted intervention. Math support programs then provide structured, evidence-	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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. Similar to the studies for English noted in Goal 3, research indicates that diagnostic testing and math support programs also significantly enhance math test scores for unduplicated students. A study by the National Mathematics Advisory Panel found that diagnostic assessments help identify students' specific mathematical weaknesses, enabling targeted interventions. Additionally, research by the Institute of Education Sciences (IES) shows that math support programs, which provide structured and individualized instruction, lead to substantial improvements in 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
	based instruction tailored to address these gaps, helping students improve their numeracy skills. Together, these tools ensure that instruction is personalized and effective, promoting better comprehension, fluency, and overall academic performance. These tools are critical for closing achievement gaps and ensuring equitable educational outcomes for all students. **Scope:** LEA-wide	mathematical understanding and performance. These approaches will help ensure personalized support, effectively addressing learning gaps and boosting math test scores for all DVD students, with a targeted focus on our unduplicated groups.	
4.3	**Action:** Multi-tiered support systems **Need:** On the 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. in 2023, SED students scored 109.5 points below standard in Math, while All Students scored 79.2 points below standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. in 2023, EL students scored 143.3 points below standard in Math (All Students: 79.2 below standard). On the 2023 CA Dashboard, 3.4% of All Students at Da Vinci Design were suspended	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. Specific MTSS practices, such as differentiated instruction, targeted progress monitoring, and tiered interventions, have been demonstrated to increase Math achievement for unduplicated students. Differentiated instruction tailors lessons to meet diverse learning needs, while progress monitoring regularly assesses student performance, allowing for timely adjustments. Tiered interventions provide escalating levels of support based on individual student needs. Research by Fuchs et al. (2010) shows that these practices enhance math achievement by ensuring	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
	at least once, an increase of 0.9% from the previous year for an Orange color rating overall. When we dive in to disaggregated suspension data for unduplicated student groups, on the 2023 CA Dashboard, 4.6% of SED students were suspended at least once, an increase of 1.4% from the previous year for an Orange color rating. 16% of EL students were suspended at least once, an increase of 2.7% from the previous year, though no color rating for EL students was awarded by the state due to an EL population fewer than 30 students. Implementing Multi-Tiered System of Supports (MTSS) is crucial for increasing achievement among unduplicated students. MTSS provides a structured framework to identify and address students' academic and behavioral needs through tiered interventions and support. This approach ensures that all students receive high-quality instruction and targeted support based on their individual needs. Research indicates that MTSS improves student outcomes by promoting early identification of issues and providing timely, data-driven interventions (McIntosh & Goodman, 2016). Through our effective MTSS practices, DVD can enhance educational equity, ensuring unduplicated students receive the necessary resources and support to succeed. **Scope:**	that students receive appropriate, targeted support, thereby closing achievement gaps and fostering a more inclusive and effective learning environment for all students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.6	**Action:** Mathematics Intervention Specialist **Need:** On the 2023 CA School Dashboard, DVD Socioeconomically Disadvantaged (SED) students have lower CAASPP Math scores than the All Students results, demonstrating learning gaps in mathematics. in 2023, SED students scored 109.5 points below standard in Math, while All Students scored 79.2 points below standard. The data is similar for English Learner (EL) students as compared to their non-EL peers, but the gaps in Math are even larger than those for SED students. in 2023, EL students scored 143.3 points below standard in Math (All Students: 79.2 below standard). Targeted math interventions and supports are essential when achievement gaps in math CAASPP testing are present for unduplicated students. Math intervention specialists help identify specific learning needs, skill deficiencies, and areas for targeted intervention. Individual and small group instruction provides structured, evidence-based instruction tailored to address these gaps, helping students improve their numeracy skills. Together, these practices ensure that instruction is personalized and effective, promoting better comprehension, fluency, and overall academic performance. These tools	As a single site charter school, all students at Da Vinci Design are enrolled at the same school and LEA. 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. Math intervention specialists have been demonstrated to increase math achievement for unduplicated students by providing targeted, expert support. These specialists focus on identifying and addressing specific learning gaps through individualized instruction and small group interventions. Research shows that students receiving specialized math interventions make significant gains in their math proficiency (Gersten et al., 2009). By delivering customized teaching strategies and continuous progress monitoring, math intervention specialists help unduplicated students build foundational skills and confidence, leading to improved performance in math and greater overall academic success.	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
	are critical for closing achievement gaps and ensuring equitable educational outcomes for all students. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** English Learner support course & Coordinator **Need:** On the 2023 CA School Dashboard, Da Vinci Design English Learner (EL) students have lower CAASPP ELA scores than the All Students results, demonstrating significant learning gaps in English Language skills for students who are not yet fluent. in 2023, DVD EL students scored 58.4 points below standard in ELA while All Students scored 4.4 above standard. 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	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. These additional and targeted interventions and staff will effectively address the needs of English Learners, boosting ELA achievement and access to the curriculum beyond just English Language Arts. Targeting language development alongside academic content, and helping students build English proficiency while mastering grade-level skills across the curriculum is key to student success. Targeted supports, such as differentiated instruction, vocabulary development, and reading	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
	given because there were fewer than 30 students in the subgroup.

English Learners face unique challenges in accessing academics and achieving proficiency in English. EL students often struggle with language barriers that impede their understanding of complex academic vocabulary and nuanced language structures. Limited English proficiency can affect their ability to comprehend instructions, participate in classroom discussions, and complete assignments. These challenges can lead to lower ELA achievement and wider achievement gaps compared to their peers. Addressing these barriers requires targeted interventions, bilingual resources, and culturally responsive teaching practices.

Scope:
   Limited to Unduplicated Student Group(s) | comprehension strategies provide additional scaffolding to aid comprehension and engagement. The DVD EL coordinator plays a crucial role in overseeing these efforts, ensuring that instructional strategies are tailored to EL needs, providing professional development for teachers, and fostering a supportive learning environment. Together, these components promote higher ELA achievement and close achievement gaps for EL students at DVD. | |

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.

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	52:1	
Staff-to-student ratio of certificated staff providing direct services to students	17:1	

2024-25 Total 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	6,271,168.00	609,558.00	9.720%	0.000%	9.720%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,571,123.00	$428,635.00		$130,676.50	$2,130,434.50	$1,655,270.00	$475,164.50

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	$17,735.00		$12,385.00		$5,350.00	$17,735.00	0.00%
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	ENTIRE SCHOOL YEAR	$2,500.00	$100.00	$2,600.00				$2,600.00	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	$91,465.00	$22,387.50	$91,465.00	$6,000.00		$16,387.50	$113,852.50	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	$67,725.00	$0.00	$67,725.00				$67,725.00	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	$28,830.00	$7,161.00	$32,491.00	$2,500.00		$1,000.00	$35,991.00	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	$0.00	$10,000.00				$10,000.00	0.00%
2	2.3	Counseling staffing	All	No			All Schools	ENTIRE SCHOOL YEAR	$232,000.00	$0.00	$94,500.00	$137,500.00			$232,000.00	0.00%
2	2.4	Extra-curricular activities	All	No			All Schools	ENTIRE SCHOOL YEAR	$102,000.00	$191,000.00	$242,000.00	$51,000.00			$293,000.00	0.00%
2	2.5	Freshman overnighter	All	No			All Schools	AUGUST	$0.00	$40,992.00	$40,992.00				$40,992.00	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
2	2.6	Assistant principal staffing	All	No			All Schools	ENTIRE SCHOOL YEAR	$172,000.00	$0.00	$172,000.00				$172,000.00	0.00%
2	2.7	Additional Counseling staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$116,000.00	$0.00	$116,000.00				$116,000.00	0.00%
2	2.8	School Climate & Culture Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$161,000.00	$0.00	$161,000.00				$161,000.00	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	$44,000.00	$15,000.00		$15,000.00		$44,000.00	$59,000.00	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	$10,000.00	$0.00	$10,000.00				$10,000.00	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		$16,500.00	$11,350.00	$16,500.00			$11,350.00	$27,850.00	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	$11,500.00	$0.00		$11,500.00			$11,500.00	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		$28,500.00	$0.00	$28,500.00				$28,500.00	0.00%
3	3.6	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$5,000.00	$5,000.00				$5,000.00	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	$44,000.00	$15,000.00	$22,000.00	$15,000.00		$22,000.00	$59,000.00	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	$33,000.00	$17,350.00	$33,000.00			$17,350.00	$50,350.00	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	4.3	Multi-tiered support systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$0.00	$2,000.00		$2,000.00			$2,000.00	0.00%
4	4.4	Summer bridge program	All	No			All Schools	SUMMER ONLY	$10,000.00	$0.00		$10,000.00			$10,000.00	0.00%
4	4.5	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$5,000.00	$5,000.00				$5,000.00	0.00%
4	4.6	Mathematics Intervention Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$28,500.00	$0.00	$28,500.00				$28,500.00	0.00%
5	5.1	Credit recovery	All	No			All Schools	ENTIRE SCHOOL YEAR	$20,000.00	$5,300.00	$20,000.00			$5,300.00	$25,300.00	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	$5,750.00	$0.00		$5,750.00			$5,750.00	0.00%
5	5.4	Career exploration/ CTE program, staffing, & credentialing costs	All	No			All Schools	ENTIRE SCHOOL YEAR	$410,000.00	$119,789.00	$371,850.00	$150,000.00		$7,939.00	$529,789.00	0.00%

2024-25 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
6,271,168.00	609,558.00	9.720%	0.000%	9.720%	$617,181.00	0.000%	9.842 %	**Total:**	$617,181.00
								LEA-wide Total:	$607,181.00
								Limited Total:	$10,000.00
								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	$91,465.00	0.00%
1	1.5	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,725.00	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,491.00	0.00%
2	2.2	Advisory curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0.00%
2	2.7	Additional Counseling staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,000.00	0.00%
2	2.8	School Climate & Culture Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,000.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	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	$10,000.00	0.00%
3	3.3	English diagnostics/ reading programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,500.00	0.00%
3	3.4	MTSS Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
3	3.5	English Language Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	0.00%
4	4.1	Intervention and support seminar programs in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,000.00	0.00%
4	4.2	Math diagnostics/ math programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,000.00	0.00%
4	4.3	Multi-tiered support systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
4	4.6	Mathematics Intervention Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,500.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,917,442.83	$2,129,203.67

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	$18,875.00	$19,371.04
1	**1.2**	Teacher recruitment and credentialing support	No	$2,100.00	$2,100.00
1	**1.3**	Teacher professional development	Yes	$125,742.00	$124,739.52
1	**1.4**	Teacher preparation time and reduced student load	No		
1	**1.5**	Academic coaching support	Yes	$59,081.00	$58,659.50
2	**2.1**	Parent/ guardian engagement & communications	Yes	$31,274.00	$34,569.70
2	**2.2**	Advisory curriculum	Yes	$10,000.00	$10,000.00
2	**2.3**	Counseling staffing	No	$242,198.00	$245,216.00
2	**2.4**	Extra-curricular activities	No	$211,263.00	$229,063.50
2	**2.5**	Freshman overnighter	No	$30,483.00	$37,036.00
2	**2.6**	Assistant principal staffing	No	$163,183.00	$163,478.00

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	$121,099.00	$126,479.33
3	3.1	Intervention and support seminar programs in English.	Yes	$41,239.00	$47,154.00
3	3.2	English Learner support course & Coordinator	Yes	$10,000.00	$10,000.00
3	3.3	English diagnostics/ reading programs	Yes	$6,518.00	$27,668.50
3	3.4	MTSS Supports	Yes	$11,500.00	$14,375.00
3	3.5	English Language Intervention Specialist	Yes	$42,885.00	$43,463.50
3	3.6	PSAT/SAT test and prep course fees	No	$5,000.00	$5,688.00
4	4.1	Intervention and support seminar programs in mathematics	Yes	$49,406.00	$50,297.75
4	4.2	Math diagnostics/ math programs	Yes	$20,423.00	$20,225.50
4	4.3	Multi-tiered support systems	Yes	$7,500.00	$8,797.00
4	4.4	Summer bridge program	Yes	$10,000.00	$13,800.00
4	4.5	PSAT/SAT test and prep course fees	No	$5,000.00	$5,688.00
4	4.6	Mathematics Intervention Specialist	Yes	$42,885.00	$43,113.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.1	Credit recovery	Yes	$115,078.50	$131,910.00
5	5.2	Summer school	Yes	$10,000.00	$13,800.00
5	5.3	College courses and Dual Enrollment	No	$3,333.33	$3,333.33
5	5.4	Career exploration/ CTE program, staffing, & credentialing costs	No	$521,377.00	$639,177.00

2023-24 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)
$621,711.00	$563,530.00	$624,127.53	($60,597.53)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Teacher professional development	Yes	$91,465.00	$94,080.00	0.00%	0.00%
1	1.5	Academic coaching support	Yes	$59,081.00	$58,659.50	0.00%	0.00%
2	2.1	Parent/ guardian engagement & communications	Yes	$30,274.00	$33,569.70	0.00%	0.00%
2	2.2	Advisory curriculum	Yes	$10,000.00	$10,000.00	0.00%	0.00%
2	2.7	Additional Counseling staffing	Yes	$121,099.00	$126,479.33	0.00%	0.00%
3	3.1	Intervention and support seminar programs in English.	Yes			0.00%	0.00%
3	3.2	English Learner support course & Coordinator	Yes	$10,000.00	$10,000.00	0.00%	0.00%
3	3.3	English diagnostics/ reading programs	Yes		$24,335.00	0.00%	0.00%
3	3.4	MTSS Supports	Yes		$5,750.00	0.00%	0.00%
3	3.5	English Language Intervention Specialist	Yes	$42,885.00	$43,463.50	0.00%	0.00%
4	4.1	Intervention and support seminar programs in mathematics	Yes	$11,500.00	$11,500.00	0.00%	0.00%
4	4.2	Math diagnostics/ math programs	Yes	$15,105.00	$15,517.00	0.00%	0.00%
4	4.3	Multi-tiered support systems	Yes			0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	Summer bridge program	Yes	$10,000.00	$13,800.00	0.00%	0.00%
4	4.6	Mathematics Intervention Specialist	Yes	$42,885.00	$36,563.50	0.00%	0.00%
5	5.1	Credit recovery	Yes	$109,236.00	$126,610.00	0.00%	0.00%
5	5.2	Summer school	Yes	$10,000.00	$13,800.00	0.00%	0.00%

2023-24 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)
$2,717,518.00	$621,711.00	0.000%	22.878%	$624,127.53	0.000%	22.967%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

  - **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 (California Legislative Information)](#); and

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

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) (California Legislative Information)](#) 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.

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.

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.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    ▪ The reasons for the ineffectiveness, and

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

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

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

  - o Professional development for teachers.

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

- 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.

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

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

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

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.

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

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

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

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

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

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

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

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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