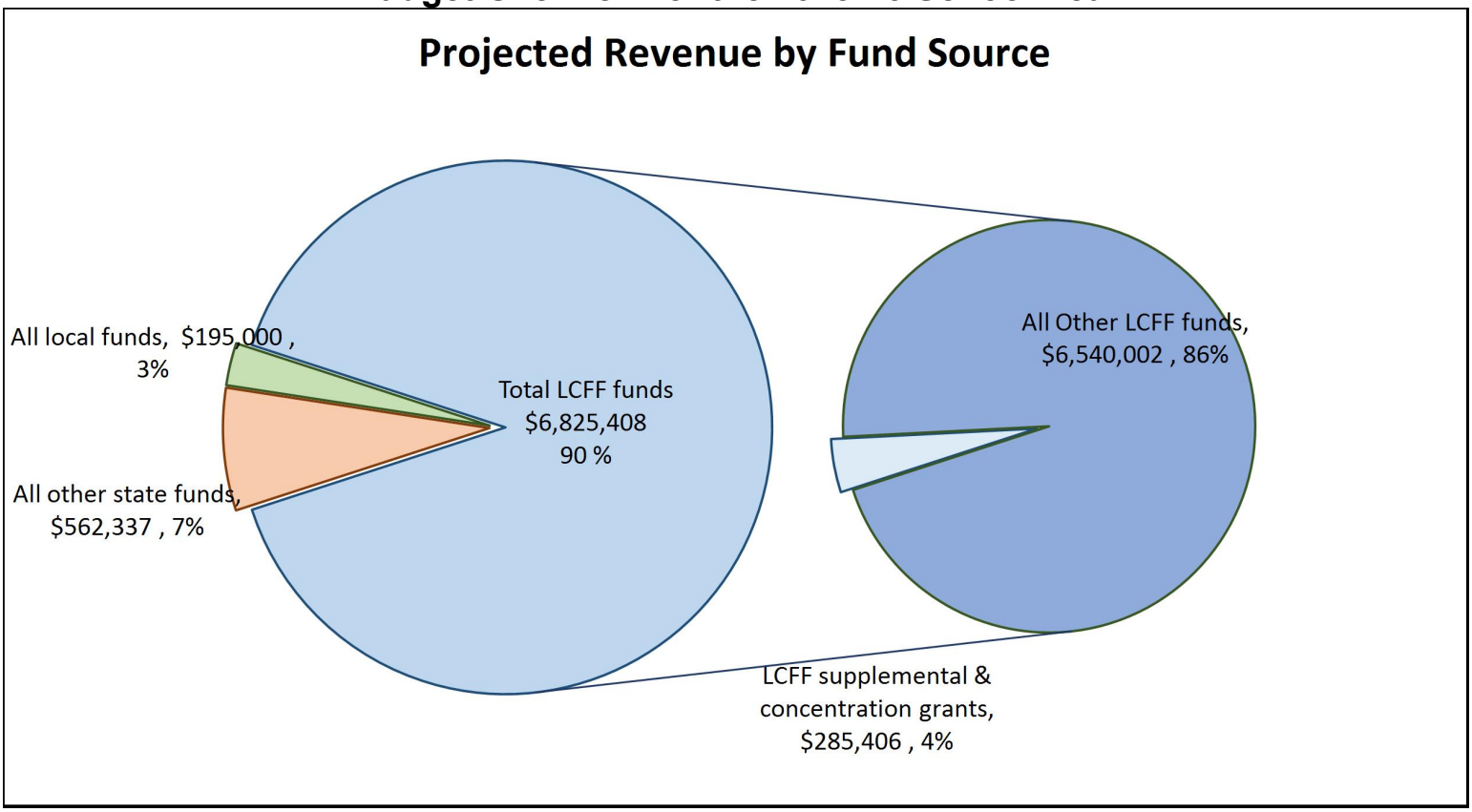
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Charter Academy
CDS Code: 57726780119578
School Year: 2025-26
LEA contact information:
Peter Newman
Principal
pnewman@djusd.net
(530) 757-7154

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

Budget Overview for the 2025-26 School Year

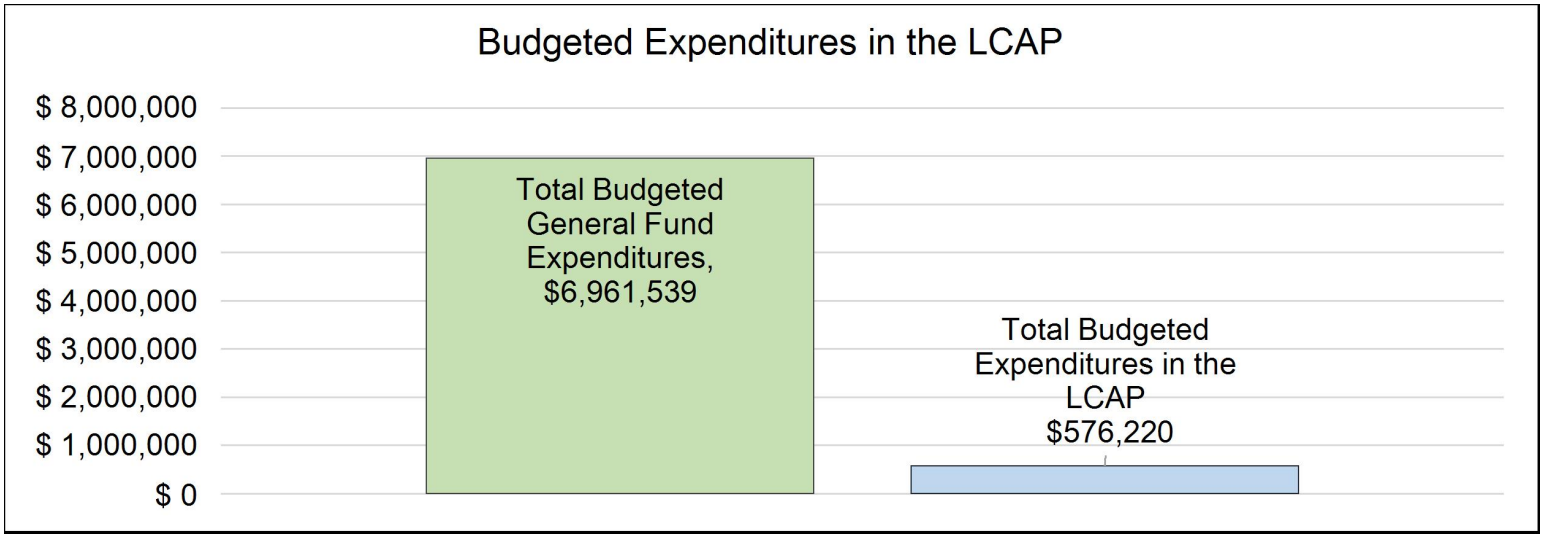


This chart shows the total general purpose revenue Da Vinci Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Charter Academy is $7,582,745, of which $6,825,408 is Local Control Funding Formula (LCFF), $562,337 is other state funds, $195,000 is local funds, and $0 is federal funds. Of the $6,825,408 in LCFF Funds, $285,406 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Da Vinci Charter Academy plans to spend $6,961,539 for the 2025-26 school year. Of that amount, $576,220 is tied to actions/services in the LCAP and $6,385,319 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

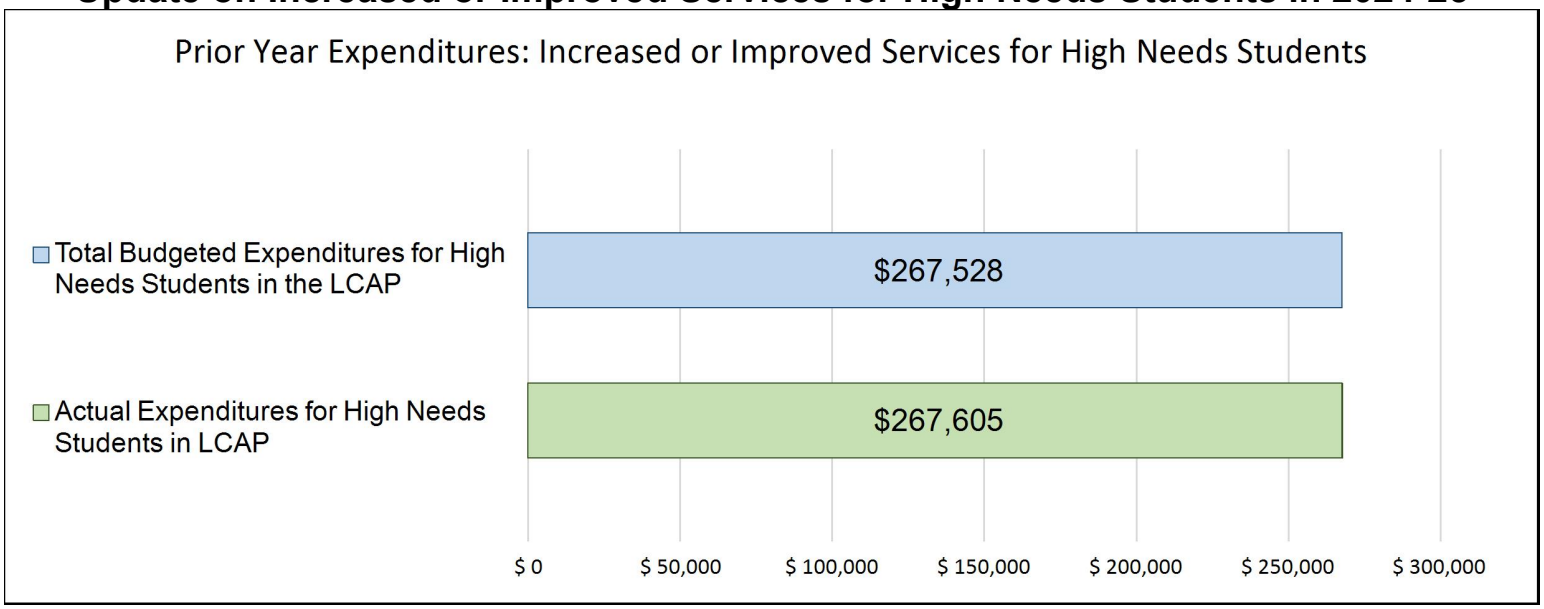
Expenditures not in the LCAP are the charter's general operating costs such as general education teachers, classified, administrative and support salaries. Other budget expenditures also fund programs such as special education, student support services, and health.

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

In 2025-26, Da Vinci Charter Academy is projecting it will receive $285,406 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Charter Academy plans to spend $285,406 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Da Vinci Charter Academy's LCAP budgeted $267,528 for planned actions to increase or improve services for high needs students. Da Vinci Charter Academy actually spent $267,605 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Charter Academy	Peter Newman Principal	pnewman@djusd.net (530) 757-7154

Plan Summary [2025-26]

General Information

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

Da Vinci Charter Academy is located in Davis, California, along the I-80 corridor, 14 miles west of Sacramento and 73 miles northeast of San Francisco. Davis is a suburban community with a population of about 67,000 permanent residents, and it is home to the University of California, Davis. The city offers a rich blend of cultural, recreational, and educational opportunities, a charming downtown area, and ample open spaces. These attributes make Davis an attractive place to raise children, and the local schools are often considered one of the top reasons to live in the city.

With a mobility rate of around 6% within the Davis Joint Unified School District (DJUSD), it is common for students to stay in the same community throughout their K-12 years, forming long-lasting relationships with peers from preschool through graduation. About 40% of students in DJUSD choose to attend a school outside their neighborhood during the “open enrollment” period. This demonstrates the community’s value of diverse educational options, and Da Vinci Charter Academy (DVCA) has benefited from this mindset. Additionally, approximately 37% of DVCA students come from outside the district, contributing to the school’s diversity. A detailed breakdown of demographics can be found in the School Profile.

DVCA’s student body includes students from all elementary and secondary schools within the district, as well as a significant number from surrounding communities. The grade realignment in the 2022-23 school year has helped maintain relatively stable enrollment at both the Junior High and High School levels.

Local Control Accountability Plan (LCAP)

The LCAP is based on the Local Control Funding Formula, an equity-driven model where California districts receive funding proportional to their unduplicated count. This includes students experiencing homelessness, foster youth, English Learners, and socio-economically disadvantaged students. Additional funding for these students, known as the supplemental grant, is outlined in the LCAP, which specifies how these funds are used to improve outcomes for unduplicated students. The plan must address state priority areas, which are also reflected in the California Dashboard.

Student Demographic Data (Ed Data)

Census day data for the 2024-25 school year shows a total enrollment of 558 students at DVCA. Enrollment by ethnicity is as follows: White (60%), Hispanic (21.8%), Asian (6.9%), African American (3.2%), Filipino (1.4%), and American Indian or Alaska Native (1%). The percentage of socioeconomically disadvantaged students at DVCA is 13.9%.

While DVCA expects stable enrollment based on recent trends and the number of non-resident students, DJUSD projects continued declining enrollment due to demographic analyses and long-term trends over the past decade.

Educational Program

DVCA offers a comprehensive educational program aligned with California Common Core standards, emphasizing project-based learning (PBL) and fostering an inclusive, collaborative community. The curriculum includes sequential coursework in English/language arts, fine arts, foreign languages, history, social sciences, mathematics, music, physical and life sciences, and physical education. DVCA provides six Advanced Placement (AP) courses and five Honors courses. While students can complete all required courses for graduation, A-G eligibility, and competitive college admissions, some students co-enroll in electives or advanced courses at Emerson Junior High or Davis Senior High School (DSHS). Additionally, many DVCA students take advantage of dual enrollment opportunities through the Los Rios Community College District.

In the 2018-19 school year, DVCA launched two Career Technical Education (CTE) Pathways, which were fully implemented by 2021-22. Approximately two-thirds of DVCA students are enrolled in one or more CTE courses. The Digital Media Arts (DMA) Pathway and the Software and Systems Development (SSD) Pathway offer sequenced courses, with the SSD introductory course available to Da Vinci Junior High students. DVCA supports CTE development through professional development for CTE-credentialed teachers, the ongoing refinement of CTE courses, and work-based learning opportunities provided by an Internship Specialist. Moreover, approximately $15 million of the $226 million local Measure M Bond, along with a $3 million CTE Facilities Grant, funded new learning spaces for the CTE Pathways at the Da Vinci High School campus, which opened in Fall 2022.

DVCA follows a project-based learning (PBL) approach based on the New Tech Network (NTN) model and the principles of PBL Works (formerly the Buck Institute for Education). Seven Schoolwide Learning Outcomes (SLOs) are emphasized, aligning with the Da Vinci Graduate Profile. Students' progress on these outcomes is tracked through the NTN multi-outcome grade book.

A Restorative Practices System is in place to build community, address conflict, and, when necessary, resolve discipline issues. This system is based on training from the International Institute of Restorative Practices (IIRP) but has been customized to fit the local context. DVCA also

emphasizes individualized support services through its Counseling Department. Additionally, students have access to the interscholastic athletic programs offered by DSHS and Emerson Junior High. The goal of DVCA's educational program is to equip students with the skills, qualities, and experiences necessary to succeed in the 21st century, as outlined in the Da Vinci Graduate Profile.

Alignment with DJUSD Strategic Goals

DVCA shares a common vision with DJUSD, prioritizing equitable access to curriculum, instruction, and a sense of belonging for all students. The district and DVCA work together to align their programs with four Strategic Plan goals:
Student Well-Being & Belonging: Every student will experience a positive and inclusive school community that fosters social-emotional, physical, and mental well-being.
Equitable Access & Opportunity: Every student will have access to flexible, proactive systems of support and resources to close opportunity gaps.
Student Engagement & Continuous Academic Growth: Every student will set educational goals, acquire foundational skills, and demonstrate continuous growth.
Confident Graduates, Prepared for Life: Every graduate will transition confidently to post-secondary life, equipped with diverse learning experiences and competencies from the Graduate Profile.

In the 2023-24 school year, DVCA continued its focus on Universal Design for Learning (UDL) and bias mitigation in collaboration with DJUSD and the National Equity Project. UDL is based on the belief that all students can learn and that challenges in learning stem from design, not students. By addressing bias in educational design, teachers can create more inclusive and effective learning environments. This training, aligned with DVCA's project-based learning approach, aims to enhance academic, behavioral, and climate outcomes for students.

DJUSD tracks UDL implementation through participation in training, feedback surveys, and Youth Truth data. As of the 2023-24 school year, DVCA staff implemented a student portfolio system aligned with the Graduate Profile, which encourages students to reflect on their learning and monitor progress toward key skills.

Dual Enrollment Partnership with Sacramento City College
Since the 2021-22 school year, DJUSD and DVCA have partnered with Sacramento City College under their Hispanic Serving Institute (HSI) grant to offer elective courses such as Health Occupations, Administration of Justice, and American Sign Language (ASL). This dual enrollment program allows DVCA students to earn both high school and college credit. The program began with just two students in the Spring of 2022 but grew significantly, with 75 students enrolled in Fall 2023 and 59 completing coursework. As of Spring 2024, 55 students are enrolled; by the end of Fall 2024, 60 students will have completed dual enrollment courses. DVCA's dual enrollment program remains a priority, with a focus on aligning it with CTE Pathways. The role of the DVCA College and Career Specialist has been pivotal in supporting dual enrollment students.

Reflections: Annual Performance

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

Areas of Growth
DVCA has reviewed all available data from the California Department of Education, including dashboard data and metrics from Ed-data.org and Dataquest. Staff regularly analyzes local data to assess ongoing successes and identify areas for improvement. A review of the most recent data shows that DVCA remains high-performing in Graduation Rates (blue status) and College and Career readiness (high status). Additionally, Chronic Absenteeism has decreased by another 6.5% in the 2023-24 school year, building on the previous year's 9% reduction—continuing a positive trend.

For the 2021-2022 school year, DVCA's senior class had a 100% graduation rate. Of the 80 graduates, 59 were A-G eligible, representing 74%. In 2022-2023, the senior class again had a 100% graduation rate, with 66 out of 87 graduates (76%) being A-G eligible. In 2023-2024, 71 students graduated, and 56 (78%) were A-G eligible, continuing an upward trend in A-G eligibility. DVCA strives to maximize A-G eligibility to ensure students have broad options for post-secondary education. The most common barrier to A-G eligibility is failing to meet the math or two-year language requirements. For students not on track, DVCA counselors work closely with them to identify tutoring and support options. Additionally, DVCA has implemented structural strategies to further increase A-G eligibility, including dual enrollment options to meet the language requirement and targeted math interventions during Homework Club.

In analyzing local data for the 2023-24 school year, DVCA observed the following successes. In English Language Arts, students remain in the "above standard" category for CAASPP, with an improvement of 38.6 points. In Mathematics, students with disabilities, though still in the "below standard" category, showed a 31-point increase in performance from the previous year. Data for English Learners and Reclassified English Learners cannot be reported due to the low population numbers at DVCA.

DVCA continues to focus on developing an effective math support system. Highlights of this effort include a DVCA math teacher summit in the spring of the 2022-2023 school year to increase alignment across grades 7-12. In the 2024-2025 school year, the Math Diagnostic Testing Project (MDTP) will be used to formatively assess student growth and identify areas for improvement. The MDTP is a diagnostic tool to assess foundational knowledge and skills in math, guiding necessary interventions. As a result, DVCA is using MDTP data to engage students and families in out-of-the-day interventions, such as Homework Club. In the 2024-2025 school year, DVCA created a double-block IM 1 intervention course to support students struggling with 8th-grade math. However, this course was not implemented due to concerns about the high number of IEP students in the master schedule. Moving forward, this intervention will need a reevaluation of the schedule structure. DVCA believes that targeted math instruction through this double-block course will help students develop the necessary skills for success in IM 2 by 10th grade. DVCA's continued focus on math support systems will help close gaps and ensure student success in A-G math coursework.

DVCA's Spring 2024 CAASPP scores showed that in English Language Arts, 65.28% of all students met or exceeded standards, with an additional 21.88% nearly meeting standards. In Mathematics, 57.14% of students met or exceeded standards, an increase of nearly 4% from the previous year, with 22.3% nearly meeting standards.
DVCA's core instructional philosophy is grounded in its Graduate Profile and associated School-wide Learning Outcomes (SLOs). These outcomes, essential for designing projects and units, are taught and assessed in all courses. The seven SLOs are aligned with research on the skills and dispositions necessary for success in the 21st-century workplace and as capable, contributing members of society. In addition

to specialty programs like CTE and Dual Enrollment, students are taught skills to become more college and career-ready in all grades and courses. DVCA has made progress in codifying the SLOs and achieving shared understanding among the teaching staff. The next phase includes calibrating student work to the desired outcomes and collectively identifying effective strategies for supporting student development. Staff continuously evaluates processes to maintain fidelity to a Project-Based and Problem-Based approach. Starting in Fall 2024, DVCA staff will focus on “Sustained Inquiry,” a core tenet of Project-Based learning, to increase student engagement and align with a UDL framework.

DVCA continues to use the ECHO gradebook, where 100% of high school teachers actively build curriculum and assess each of the seven learning outcomes. As identified in the 2024 WASC Mid-Year Cycle Report, DVJH has started aligning its SLO gradebook with an outward-facing format. DVCA believes that a differentiated grading approach helps students identify specific areas of growth while enabling teachers to create focused curricula that connect learning outcomes to academic standards. In conjunction with the ECHO gradebook, DVCA implemented a portfolio system in the 2023-24 school year to support student growth in the SLOs. Students routinely reflect on their actions during projects to identify growth in meeting expectations outlined in the SLO rubrics, setting future goals to refine those outcomes. This practice helps students track progress toward mastering the Graduate Profile, which is defined by the seven SLOs and supports post-secondary success. By the end of Fall 2024, all students had established their portfolio grades (grades 7-12).

Youth Truth data, an annual student perception survey of school climate and culture, highlights several areas of success. In grades 7-12, DVCA continues to perform in the highest percentiles for Belonging and Peer Collaboration, with comparatively high scores in Culture and Relationships. At DVCA High School, College and Career Readiness increased by 8% from the previous year. Notably, subgroups of English Learners, Socioeconomically Disadvantaged Students, and Special Education Students show scores comparable to the “all student” group in the College and Career Readiness category. Additionally, DVCA’s Youth Truth data demonstrates high levels of “Belonging and Peer Collaboration” (98th percentile), “Student Voice and Leadership” (92nd percentile), and “Inclusion” (99th percentile).

DVCA is in its seventh year of implementing Multi-Tiered Systems of Support (MTSS). Successful implementations include staff professional development to calibrate school-wide Tier 1 classroom practices using Universal Design for Learning (UDL) strategies, tracking systems for Tier 1 classroom interventions, in-the-day Tier III instructional support, increased Tier II and III academic and social-emotional support, and growing use of CASEL SEL strategies and the Second Step program. The DVHS and DVJH MTSS teams meet weekly to coordinate needs and services for both Tier 1 and Tier 2 interventions, collaborating with the Coordinated Services Team (CST) when further assessment or support is needed.

DVCA and DJUSD offer credit recovery opportunities through summer education, concurrent enrollment at Davis Adult & Community Education, the Sac City Dual Enrollment partnership, and the continuation high school. To maintain strong alignment with the curriculum, DVCA supports its own academic credit recovery for humanities courses. In the summer of 2024, all students who met attendance expectations successfully earned credits toward graduation and A-G eligibility. DVCA aims to maintain high graduation rates and is working to increase A-G and CSU/UC eligibility rates. As part of this effort, DVCA is exploring additional credit recovery methods, including virtual options through Edgenuity and the Virtual Academy, as well as further Dual Enrollment opportunities at Sac City’s Davis campus.

Finally, DVCA School Counselors believe the community has successfully worked to reduce the stigma around seeking mental health support before it escalates to a crisis. In addition to the support provided by school counselors, DVCA is in its second year of having Communicare Mental Health Clinicians and groups run by The Auburn/Davis Center for Dialectical Behavioral Therapy. These additional

mental health resources enable students to access support sooner. Furthermore, DVCA staff continue to prioritize social-emotional learning in all classrooms to address the mental health challenges faced by some students.

Areas of Focus

DVCA has reviewed all available data from the California Department of Education including available dashboard data and metrics available through Ed-data.org and Dataquest. Additionally, staff reviews local data in an assessment of ongoing successes and areas for improvement.

Academic:
Through the 2023-24 analysis, DVCA looked closely at its student groups and school areas that are in 'Red' and 'Orange' as indicated on DVCA's school dashboard. The 2022-23 testing cohort in ELA, our Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students all "declined significantly" by more than 45 points, placing all these students to the 'Red' indicator and requiring increasing our intentionality of support moving forward. DVCA's same subgroups in the 2023-24 testing cohort, "Increased Significantly." Socioeconomically Disadvantaged students and Students with Disabilities increased by 33 and 31 points, respectively, but still remained "low" within the standards, placing both subgroups in "Yellow." DVCA's Hispanic student group in the 2023-24 testing cohort increased overall ELA scoring by 50 points, placing them in 'Green.'

Through the 2023-24 analysis of the 2022-23 testing cohort, DVCA's overall Math scores increased by 3%, DVCA's Hispanic and Socioeconomically Disadvantaged students "declined significantly" by 23.6 and 21.2 points respectively. This outcome positioned these two student groups within the 'Orange' indicator. Growth was made within the 2023-24 testing cohort. Again, overall Math scores increased by 4%, placing 57.14%of students having 'Met or Exceeding' standards. In addition, DVCA saw a growth in student subgroups identified in the previous year. Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students all "Increased Significantly." Hispanic students increased by 50 points, still 18 points below standard. Socioeconomically Disadvantaged students increased 18 points, remaining 57 points below standard. Students with Disabilities increased 37 points, still remaining 46 points below standard. These increases moved these students to the 'Green' indicator demonstrating positive outcomes with targeted inventions. Still, DVCA is committed to continuing the upward trajectory with ongoing progress monitoring and increasing regular data collections as to better targeted intervention.

Formative assessment in mathematics, using the MDTP, aligns with the results of the CAASPP data and highlights the need for focused attention on math sequencing and support for students in grades 7-12. In the fall of 2024, current 9th graders enrolled in Integrated Math One took the MDTP readiness diagnostic to assess their content knowledge. The results revealed that 79.7% of students scored below the 70% readiness threshold, with 50% of these students scoring below 50% on the diagnostic.
Similarly, sophomores taking Integrated Math One also demonstrated significant gaps in readiness, with 100% of students scoring below the 70% threshold, and 81% scoring below 50% on their fall diagnostic.
These findings underscore the importance of addressing the gaps in foundational math knowledge and skills. In response, DVCA is committed to developing further a comprehensive 7-12 math program that clearly outlines learning objectives, while also providing targeted

interventions and support to help students improve their understanding and performance in math. By strengthening this program, DVCA aims to ensure students are better prepared for success in future math courses and assessments.

Chronic Absenteeism:
DVCA continues to lower its chronic absenteeism percentage from post-pandemic impact. In the 2023-2024 school year chronic absenteeism rates declined 6.5% in addition to the 9% from the previous year. All student sub groups declined; the Socioeconomically Disadvantaged group chronic absenteeism declined by 15.8%, Hispanic group declined by 8% and Students with Disabilities declined by 15.2%. The efforts made to increase efforts to combat students missing instructional minutes were effective due to the chronic absenteeism SST process to support students and families. Moving forward to continue to impact the chronic absenteeism levels, DVCA will focus on socioeconomically disadvantaged students and students with disabilities.

Overall, DVCA is committed to equipping each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly connected world. We believe that regular attendance is critical to student engagement. DVCA intends to provide communication, guidance, customer service, support, coordinated community services and intervention to help all students attend school under the state's compulsory education law and to ensure that all students can take full advantage of opportunities available to them within the school environment.

Climate:
In addition, our suspension rate decreased overall by 3.6%, going from a total of 7.8% to 4.2% being suspended for at least one school day. The Asian subgroup are the only group that increased in the 2023-2024 school year, while all other subgroups declined. Students with disabilities moved from red to yellow, Hispanic, Two or more races, and Socioeconomically Disadvantaged went from Orange to Green, while Asian students remained in the Orange indicator.

DVCA, with the support of DJUSD, continues to strengthen its systems of Multi-Tiered Systems of Support (MTSS) charter-wide. Current work includes the implementation of referral systems, clarity around academic and behavioral expectations for students, and allocated staff time for MTSS teams to work with staff to calibrate supports and interventions. Simultaneously, the DVCA MTSS teams are taking part in ongoing PBIS professional development. While there has been strong progress, certain areas of need remain, including: clearer identification of tiered supports; increased progress monitoring of students; increased integration of Universal Design for Learning; and increased staff implementation of research-based, best first instructional strategies. DVCA believes the use of a Multi-Tiered System of Supports (MTSS), where emphasis and organization include best first instruction and a clear understanding of “just in time” interventions, will further DVCA’s ability to provide instruction in class and in the most timely and responsive way. Furthermore, DVCA’s implementation of an MTSS will allow staff to identify barriers to attendance and address root causes of behavior challenges. This work, in addition to supporting Positive Behavior Interventions and Supports (PBIS), will help reduce district-wide suspension rates.

In response to the negative perception data from the 2023-24 school year regarding the ninth-grade population, DVCA staff began planning and problem-solving in the spring of 2024 to create a more engaging and cohesive freshman experience. This effort led to the creation of the Freshman Experience Coordinator role and the establishment of Bio-Lit as a team-taught course. These initiatives were designed to improve student engagement, foster stronger relationships, and create a more supportive environment for ninth graders as they transition into high school. The goal is to provide students with a seamless, positive experience that addresses both their academic and social-emotional needs.

Overall, DVCA's perception data has shown a positive trend for the 2024-25 school year. However, much of the data still indicates that future ninth-grade classes require a targeted onboarding approach to support them both academically and socially/emotionally. Some actions taken starting in the 2024-25 school year appear to have impacted the onboarding experience, such as the establishment of Bio-Lit as a team-based approach to the 9th-grade community. According to the 2024-25 Youth Truth Survey, ninth graders' self-reported overall level of engagement increased from the 50th percentile in 2023-24 to the 78th percentile, reflecting a greater sense of engagement. However, ninth graders feel the least connected to their peers, with the lowest positive responses to the statement, "Most students are friendly to me." Additionally, ninth graders reported, at the 56th percentile, that they feel teachers make an effort to understand what life is like outside of school, the lowest among all grade levels. Although we have seen improvement in how students have experienced onboarding, through perception data, to DVCA's high school program, there is still work to be done.

Lack of freshmen connection to the school community emerges in other forms of data, specifically disciplinary data. Freshmen have accounted for 49 of the 91 discipline referrals by the end of semester 1 of the 24-25 school year, accounting for 53% of all highschool referrals.

In the 2024-25 school year, DVCA saw an improvement in ninth graders reporting strong relationships with teachers and staff. Fifty-six percent of ninth graders report having an adult on campus they can talk to when upset or facing problems. However, only 21% of ninth graders responded positively to the statement that staff make an effort to understand what their life is like outside of school. DVCA continues to focus on building the Freshman Experience, where positive teacher-student relationships thrive in an effort to foster supportive environments for teaching and learning.

D and F rates continue to be a matrix that DVCA analyzes closely to monitor student, success and access to support. For freshmen the D and F report can indicate student ability to transition from a junior high to a high school setting. A far higher percentage of the freshmen class is struggling to pass core academic classes. At the conclusion of 2024-25 Semester 1, 28% of ninth graders had a D or F in one or more of their core classes (English or Math). Comparatively, the 10th grade percentage was 25%, the 11th grade was 18% and the 12th grade had only 9% of students failing Math and/or English.

Historically, DVCA has faced significant retention challenges between the 9th and 10th grades. The rate at which DVCA loses students at these key transition point highlights a need for a program refinement to support students and families. DVCA offerings are appealing but may not always meet the ongoing needs or expectations of our community compared to other schools in the area. Even with the inclusion of 9th graders on the high school campus in the 2022-23 school year, 30% of the freshman class left DVCA by the end of the school year. This trend persisted, with 22% of the 9th-grade cohort leaving DVCA at the conclusion of the 2023-24 school year. Many students expressed a desire to leave DVCA, but were unable to do so due to not being granted an Interdistrict Transfer (IDT). DVCA remains committed to understanding this critical retention gap. We are focused on strengthening the Freshman Experience to engage students from the outset, ensuring that they feel more connected and supported in their academic and social journeys. By addressing these retention challenges, we aim to build a more cohesive and engaging environment that encourages students to stay and thrive throughout their high school years.

DVCA prioritizes the mental health and well-being of its students, working closely with DJUSD to provide ongoing support. When a student discloses or demonstrates suicidal thoughts or self-harm tendencies, a suicide risk screener is conducted by trained DJUSD staff. As of

December 20, 2024, 95 screeners had been completed, primarily by our school counselors. This is an increase from 72 screeners conducted at the same time last year. Each of these screeners represents a crucial intervention for the students involved. Of the 95 screenings conducted this year, they reflect 86 individual students. Additionally, 12% of DVCA students reported in the 2024-25 Youth Truth survey that they have seriously considered attempting suicide, a 7% decrease from the previous year. This reduction signals a positive shift in student well-being, but ongoing efforts to address mental health concerns remain a priority for the school.

College and Career Readiness:

DVCA is deeply committed to ensuring students are College and Career Ready. Our CTE pathways provide students with opportunities to explore career fields in growing industries within the local region. DVCA's goal is to increase the number of students who achieve "Completer" status by successfully finishing a sequence of courses.
During the 2023-2024 school year, 11 students completed the Arts, Media, and Entertainment (AME) pathway, while 13 students completed the Software and Systems Development (SSD) pathway. In the AME pathway, 64% of completers were special education students, unduplicated students, and/or students of color, which marks a 14% increase from the previous year. In the SSD pathway, 54% of completers were special education students, unduplicated students, and/or students of color, representing a dramatic increase from 0% the previous year.

DVCA will continue to prioritize unduplicated and special education students, helping them achieve "Completer" status while also focusing on the level of preparedness within their designated industries. Our pathway students are supported in earning industry-standard certificates. In the Spring of 2024, 13 certification tests were administered, achieving a passage rate of 77%, an increase of 20% compared to the previous year.

DVCA will continue working towards stronger alignment between certification data and our CTE 'completer' rate. Ultimately, we are dedicated to ensuring that unduplicated and special education students can access "Completer" outcomes, beginning with the development of a data-driven system.

DVCA Dual Enrollment programming plays a significant role in allowing students to earn both high school and college credit, while simultaneously providing students opportunities of college course work experience to improve postsecondary persistence rates.

During the summer and fall of 2024, 61 students (23 during the summer, 38 during the fall) successfully completed dual enrollment courses. In the summer, 65% of students were special ed, students of color, or unduplicated. That number dropped significantly in the fall, when 32% of students were special ed, students of color, or unduplicated. In Spring 2025, there are 59 students enrolled with 41% who are special ed, students of color, or unduplicated. Da Vinci continues to look toward cultivating more support opportunities for students to take advantage of the dual enrollment experience and complete the course work.

DVCA's core instructional philosophy is grounded in its Graduate Profile and associated School-wide Learning Outcomes (SLOs). These outcomes are essential in the design process for projects and units and are taught and assessed in all courses. The seven SLOs are strongly associated with a growing body of research about what skills and dispositions are important for students to be successful in the 21st century workplace as well as be capable, contributing and happy members of society. So, beyond DVCA's specialty programs like College and

Career Readiness and Dual Enrollment, there is an emphasis on this type of preparedness that is present across all grades and courses. DVCA has made strides in codifying the SLOs and achieving common understanding amongst the teaching staff. The next phases of this work include calibrating student work to the desired outcomes while also working collectively as a staff to identify effective strategies to support student development. Finally, staff continually evaluates processes and practices that allow for fidelity to a Project Based and Problem Based approach.

DVCA's updated Career Technical Education (CTE) programming and its strong commitment to Work-based Learning are driving increased student engagement and higher enrollment in career pathways. Data from the National Student Clearinghouse highlights consistently high college persistence rates among students. Enrollment in CTE pathway courses has risen year-over-year for the past four years, reflecting growing interest and participation.

The California School Dashboard's Career and College Indicator (CCI) places DVCA in the 'blue' category, with 70.8% of students prepared for postsecondary success, marking a 2.7% increase from the previous year. Additionally, 47 students successfully completed internship requirements during the 2023-24 school year, while another eight students participated in an apprenticeship program during the summer of 2024.

Overall, DVCA remains dedicated to expanding and enhancing work-based learning opportunities, allowing students to benefit from career-focused education, internships, and skills-based programs. As DVCA continues to progress, it is essential to begin tracking data on the completion rates of work-based learning experiences in order to strengthen support structures and further improve student success and completion rates.

Reflections: Technical Assistance

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

Davis Joint Unified is in differentiated assistance as three student groups: Homeless, Socioeconomically Disadvantaged and Students With Disabilities were designated red or orange on the CDE dashboard.

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.

LEA not 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.

LEA not identified for CSI.

Monitoring and Evaluating Effectiveness

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

LEA not identified for CSI.

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	Each year our 7th through 12th grade students take Youth Truth surveys and we follow with focus groups as well as discuss Youth Truth results with many of our student groups on campuses through clubs like BSU, Student Unions, etc.
DTA,CSEA	Staff meets with DTA leadership twice monthly and lead negotiator meets and speaks with CSEA membership regularly about concerns and suggestions for improvement. In May of 2025 a draft of the full LCAP will be shared with bargaining leadership and staff will present an overview of the LCAP process, seek feedback, and collect suggestions.
Other student groups	DVCA students were engaged in a variety of ways and contexts. Student focus group was held to get perspective of what is working and what areas of improvement they would like to see in March 2025. DVCA student leadership is regularly met with to discuss areas of concerns, as well as discussions based on collective approaches to be taken between students and staff. In addition, DVHS ASB president liaisons with DVCA principal to share student needs and perspectives as discussed in DVHS' student counsel. Specifically at DVJH, site administration conducts monthly principal board meetings to understand the needs of the student body.
DVCA Advisory Board	DVCA Advisory Board, made up of staff, parents, and students, meet monthly to give feedback and brainstorm shifts to program to accomplish goals. The Advisory Board began discussion of meeting goals outlined in DJUSD's strategic plan in September of 2023, in an effort to create alignment to WASC mid-cycle reporting. The Advisory

Educational Partner(s)	Process for Engagement
	Board continued to provide feedback grading current goals as it relates to DVCA dashboard data in the February of 2025, specifically focusing on academic assessment and college and career readiness indicators. Finally, the Advisory Board continued to engage in LCAP planning during the March and May 2025 meetings, first looking at strategic plan goals, and then providing feedback to the narrative of LCAP and aligned actions.
SELPA, consult	DJUSD Special Education staff is now under Instruction in the organization, allowing us to consult weekly on data, outcomes and develop the LCAP. Additionally, DJUSD meets with YCOE Special Education leadership to review processes, outcomes and potential support. Special education team members were assembled 1/27/25 to discuss current dashboard data on student achievement and its implications in the upcoming LCAP.
DELAC and ELPAC	DJUSD DELAC and ELAC met on the following dates: 9/10/24, 11/12/24, 1/28/25, 3/11/25, and 5/13/25 Both committees discuss necessary resources, suggest ideas to reduce barriers, and staff shares data with them. Formally, the committees also receive ongoing drafts of the DJUSD as it develops to include a formal review of the draft LCAP on 5/13/25.
Strategic Plan	Throughout the 2022-23 school year, the District engaged in a comprehensive equity-driven Strategic Planning process in partnership with our communities. The strategic plan acts as a roadmap for our school District, and its primary aim is to align all our communities of interest on a shared vision, common goals, and unified direction for our District's educational efforts. This plan was created out of collaboration with the following teams: Student Voice Team (two days) Core Planning Team (eight days) Instructional Focus Team (six days) Community Forum (two meetings) Board Review (two meetings) Alignment Team (three days) Principals, Administration, and Cabinet (six meetings)

Educational Partner(s)	Process for Engagement
	Campus and Department Review of Draft (one week window) The Board of Education and public hear updates on progress through formal presentation and published report twice yearly.

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

DVCA works in parallel with DJUSD systems for ongoing feedback from district educational partners while simultaneously soliciting specific feedback from its own educational partners. Through this process, DVCA gains valuable feedback from the broader community as well as specific feedback regarding its own smaller community. At the district level, feedback from educational partners is gathered through several established community groups, which include DVCA staff, students, and parent/guardians. The Superintendent's All Advisory is composed of members from the following advisories: parents, students, staff, District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), Climate, Certificated Personnel, Classified Personnel, Special Education, Native American, AIM (GATE), Administrative Leadership Team. Staff presented local data to advisories and facilitated discussion to elicit questions from the group to deepen understanding of that data. DJUSD's District MTSS team conducted focus groups, consulted with Davis Teachers Association, consulted with district and site leadership, and used the multiple student and parent surveys given over the course of the past two years to gather inputs.

The Superintendent's All-Advisory, the DELAC advisories and other committees gathered throughout the 2022-23 school year to develop and finalize the strategic plan, which was board approved in the Spring of 2023. The goals that were approved through this strategic plan drive the LCAP articulation and planning. Superintendent's Advisory for the 2024-25 school year were held: 10/9/24, 11/13/24, 12/11/24, 1/8/25, 2/12/25, 3/12/25, 4/9/25 and 5/14/25. Superintendent's Parent Advisory, English Learner Parent Advisory, and Special Education Parent Advisory were consulted with input incorporated for the LCAP throughout winter and spring of 2024-25. In addition to our Superintendent's advisories, data was shared with the Parent Advisory Committee of the Native American Education and Title VI Program. Special education team members were assembled 1/27/25 to discuss current dashboard data on student achievement and its implications in the upcoming LCAP.

At the DVCA site level, feedback opportunities were provided and encouraged with each group at various points in the LCAP cycle.

Parents and Guardians are invited to participate in the DVCA Booster Parent Group, which meets monthly, to provide input and feedback on school improvement. Additionally, four elected parent representatives and five appointed students serve on the DVCA Advisory Board, which meets monthly, and provides representation for the parent community. DVCA Advisory Board meets monthly and covers a variety of topic all of which help to inform LCAP planning. During the course of the 2024-25 school year DVCA advisory board meet:

September 11, 2024
October 9, 2024

November 13, 2024
December 11, 2024
February 12th, 2025
March 12, 2025
April 9, 2025
May 14, 2025

In addition to the formalized opportunities for direct feedback, DVCA administration receives ongoing communications from parents via email which are considered for future planning. Finally, DVCA administered the Youth Truth Survey, including the student, staff and family surveys, which provide an opportunity for feedback and input on educational partners' experiences at DVCA.

Student voice is essential to the DVCA community and as such, DVCA administration met with student groups on several occasions during the school year. A student focus group was brought together to analyze the 2024-25 Youth Truth School Climate and Culture Data. In addition, DVCA administrators created two focus groups with the specific focus of providing feedback to classroom learning experiences. DVJH administration meets monthly with students to understand garner student feedback and ideas. DVHS administration also meets approximately once per month with the DVHS Leadership Class. This allows for input directly from elected student leaders and Dino Pack Student Mentors. It also allows students to report to administration on issues raised in monthly Student Council meetings.

DVHS Staff at each site participate in a weekly professional development meeting. Through these weekly meetings, DVCA administration provides updates and solicits feedback on ongoing issues of school improvement. Because the DVCA staff is comparatively small, it is through these routine but less formal meetings that the DVCA staff is in a constant feedback cycle.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Well-Being & Belonging	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail. Specifically, Goal 1 focuses on every student will experience a positive and inclusive school community characterized by a climate of belonging that nurtures agency and social-emotional, physical, and mental well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School facilities are maintained in good repair.	Maintained Average FIT score of "Exemplary" for all sites per Capital Operations Department, Fall of 2023.	Maintained Average FIT score of "Exemplary" for all sites per Capital		Maintained Average FIT score of "Exemplary" for all sites per Capital Operations Department	
1.2	Pupil suspension rate	Per the CDE Dashboard A "Low" or Red performance level, with 7.8% of students suspended for at least one day in 2022-2023.	Suspension Rate declined by 3.6% and moved from Red Color to Green. 7.8% in 2023 (Red)		Suspension rate drops by 5% to '2.8%'	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			4.2% in 2024 (Green)			
1.3	Pupil expulsion rate	0% expulsion rate for 2022-2023.	0% expulsion rate for 2023-2024		Maintained at 0%	
1.4	Youth Truth data (Local Indicator)	Positive Percentages: Engagement: Middle 83%, High School 56%, Culture: Middle 90%, High school 52%, Relationships: Middle 88%, High School 52%.	Engagement- High: 77th % Middle: 78th% Culture- High: 82nd % Middle: 88th % Relationships- High:77th % Middle: 92nd%		Increase of percentages across all data points by 3%.	
1.5	Attendance rates (SIS)	AS of December 2023 93%	As of December 2024 DVCA attendance rate is 95.56%		Increase of attendance rate by 3% to 96%	
1.6	Chronic Absentee rate	Per the 2022-2023 CDE Dashboard, a "Medium" or yellow performance level with 13.9% of DVCA students	Per the 2023-2024 CDE Dashboard, a “Good”, or green, performance level with 7.5% of DVCA students chronically absent, a decline 6.5%		Decrease of chronic absenteeism rate by 3% to '10.9%'	

Goal Analysis [2024-25]

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

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

DVCA continues its commitment to embodying its values of inclusivity and collaboration, promoting the well-being of all its students. The school actively works to construct stronger systems that provide a "wrap-around" approach, enhancing students' positive relationships with

the school and the supports offered. This ensures that students can fully engage with the learning community. All initiatives are implemented during the 2024-25 school year, with a focus on aligning personnel actions with desired student outcomes.

For example, DVCA identifies students with chronic absenteeism concerns at an earlier stage of their absenteeism patterns in an effort to disrupt patterns from persisting. The ongoing effort matches appropriate interventions to each student's specific needs. Additionally, the DVCA Vice Principal coordinates with campus supervisors, the Positive Behavioral Interventions and Supports (PBIS) team, and the Restorative Practices (RP) coordinator to adopt a more proactive stance in implementing positive behavior supports.

Moving forward, DVCA aims to design and implement a follow-up system to ensure that these actions are effective. As a result of these explicit interventions, the school sees a reduction in suspensions and a decrease in the recidivism of student behavior, effectively keeping more students in class as suspension rates dropped by 3.6%.

The Restorative Practices Coordinator continues to support students experiencing conflicts with peers. Furthermore, the RP coordinator begins training other staff members, specifically at DVJH, to facilitate and coordinate restorative practices at the junior high campus. This initiative ultimately increases the available support for both high school and junior high needs, helping to develop a team of students capable of guiding their peers through conflicts.

By strengthening these systems and fostering collaboration among staff and students, DVCA works toward creating a more supportive and effective educational environment.

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.

Overall, DVCA aligns with expenditures related to Goal 1. Any misalignment stems from the addition of new personnel and their placement on the salary schedule. Additionally, DVCA budgets for a Freshman Experience Coordinator through a VSA. However, this position does not exceed its budget during the first year of implementation, primarily because the team focuses largely on curriculum development within their shared course.

Moving forward, the role of the Freshman Experience Coordinator evolves to emphasize coordination with other freshman teachers. This shift aims to enhance the academic and cultural experiences for all ninth graders, ensuring a more cohesive and supportive transition into high school. By fostering collaboration among teachers, DVCA better aligns instructional strategies and creates a more integrated experience for students.

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

DVCA makes significant progress toward its goal of creating a learning environment centered around well-being and belonging, where every student experiences a positive and inclusive school community. Data indicates that DVCA moves in a positive direction with the

implementation of key initiatives. Notably, the school reduces suspension rates by 3.6%, increases its overall attendance rate by 2.56% to 95.56% as of December 2024 (compared to 93% at the same time the previous year), and decreases chronic absenteeism by 6.5%, from 13.9% to 7.5%.

The actions outlined in the LCAP to support DVCA's Goal 1 effectively help all students connect to the DVCA environment. This progress is also reflected in the Youth Truth survey, which shows increases across all targeted categories at DVHS.

DVCA fully implements all key actions associated with this goal. In the coming year, the school continues to fine-tune these actions to sustain the positive outcomes already achieved. Upon reflection, there is a recognized need to use data more regularly to assess student needs, enhancing the effectiveness of this measure of success across all initiatives.

To that end, DVCA plans to personalize student goals and improve the triangulation of metrics to support the achievement of meaningful objectives. This approach connects students more deeply with the learning environment, ensuring that they can take full advantage of the resources and opportunities available to them. By focusing on these strategies, DVCA aims to further enhance the overall student experience and foster a thriving educational community.

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.

DVCA maintains its planned goals, metrics, and target outcomes. Current data reflections indicate that the actions associated with Goal 1 are effectively contributing to improved outcomes. However, DVCA recognizes the importance of establishing clear systems and protocols within these actions to ensure that the identified initiatives have an even greater impact. This focus on systematic implementation allows DVCA to maximize the effectiveness of its efforts and drive sustained improvements in performance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	.4 Counselor SEL Focus	Counselors at both the DVJH and DVHS dedicate time and programming to supporting the social emotional well-being of students, with a dedicated effort to focus on the historically chronic absentee students. Counselors will engage in the creation of grade-level of SEL lessons that support the development of student SEL competencies. The intention of these lessons are to develop the the skills necessary for students to	$37,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access academic learning, and social dynamics both in and out of the classroom. A focus on the competencies and the associated actions will give students the opportunity to develop the necessary mindset and skills to disrupting overwhelm and anxiety, which leads to students in ability to come to school. In addition, counselors will dedicate their effort in designing inventions to the chronic absentee students. This can include time spent in SSTs for absenteeism, home visits, etc… This action will have an impact on baseline metric 1.6 Per the 2022-2023 CDE Dashboard, a "Medium" or yellow performance level with 13.9% of DVCA students (32 students) chronically absent.		
1.2	.2 VP	.2 Vice Principal is dedicated to supporting students whose social emotional needs are leading to behaviors that do not align to learning. The .2 VP position supports the logistics of embedding proactive positive behavior supports, while also so ensuring the development of a clear system of Restorative Practices school wide in concert with RP and PBIS leads. In addition, the .2 VP is responsible for the development of the extended time/ advisory calendar so that those times are built as proactive teaching of SEL competencies that support positive behavior. The focus of this position will be ongoing throughout the year on the DVHS site. The goal of this is action is to shift the Youth Truth data and suspension data in a positive of direction from the 1.2 baseline metric Per the CDE Dashboard A "Low" or Red performance level, with 7.8% of students suspended for at least one day in 2022-2023. As well as within baseline metric 1.4 specifically the HS positive of percentages of of only 50%.	$29,209.46	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Freshmen Experience Coordinator	A member of the Freshmen Team will be dedicated to leading and facilitating the Freshmen onboarding and alignment to academic and social expectations at DVHS. In partnership with the rest of the Freshmen Team, the Freshmen Coordinator will lead the team to develop an onboarding plan for students transitioning to DVHS. The focus will be to develop and lead freshmen team in the articulation of explicit and aligned expectations to the schoolwide learning outcomes, and goals by end of the 9th grade year. In addition, the Freshmen Team will work to develop an intentional plan that creates an inclusive environment, and enriched in-the-day and out-of-the-day interventions that increasingly supports the PBL experience. The Freshmen Experience coordinator work with both the DVJH and DVHS to vertically align our outcomes across the charter at a pivotal point in DVCA students careers. Focus on a Freshmen Experience will directly impact both the baseline metric of 1.2, 1.4, and 1.6. Historically, 9th graders with in these metric have play a large role in these current data outcomes.	$5,000.00	No
1.4	Restorative Practices Coordinator	The Restorative Practices coordinator is responsible for facilitating restorative conferences both at DVJH and DVHS. The coordinator takes on the task of supporting the restoration of community after there has been harm and/or conflict. This facilitation supports both student to student and student to staff conflicts. The goal is to create a path for those whom participated in harm to reconnect with the learning environment. Simultaneously, the RP coordinator uses these conferences to be a mechanism to support growth in SEL competencies and to strengthen the community as a result of conflict. The coordinator develops a team of students to work within structures of the school day to support building of peer to peer capacity around Restorative Practices and enhance community building.	$17,366.70	No

Action #	Title	Description	Total Funds	Contributing
		The work of the RP coordinator serves to reduce both overall suspension rates, within in the metric of 1.2. In addition, the action works toward a reduction in recidivism of all discipline. Finally, the ability to reconnect to the community will have a positive impact on the our local indicator of Youth Truth and the baseline metrics of 1.4.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Opportunity & Equitable Access	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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 LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail. Specially, Goal 2 focuses on every student will have equitable access to inclusive, proactive, and flexible systems of support, experiences, and resources necessary to close the opportunity gaps and attain academic and personal milestones.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Implementation of state board adopted academic content and performance standards for all students (Local Indicator)	Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5)	Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5)		Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5)	
2.2	English learners to access the CCSS and the ELD standards for purposes of gaining	ELD standards embedded in ELA and other content standards implementation are fully	ELD standards embedded in ELA and other content standards		ELD standards embedded in ELA and other content standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic content knowledge and English language proficiency (Local Indicator)	implemented and sustainable.	implementation are fully implemented and sustainable.		implementation are fully implemented and sustainable.	
2.3	Pupils in the school district have sufficient access to the standards-aligned instructional materials (Local Indicator)	100% compliance with Williams Act requirements reported January 2024	Maintain 100% compliance with Williams Act requirements.		Maintain 100% compliance with Williams Act requirements.	
2.4	Student proficiency rate in English Language Arts as measured by CAASPP (State Indicator)	Per CDE Dashboard for 2022-2023, a "Medium" or Yellow performance rating with students scoring 8.9 points above standard.	Per the CDE Dashboard in 2023-2024, a blue performance rating with students scoring 47.5 points above the standard.		DVCA reflects student scoring 15 points above ELA standard on CAASPP. Growth is indicated by 'Green or Blue'	
2.5	Student proficiency rate in Math as measured by CAASPP(State Indicator)	Per CDE Dashboard for 2022-2023, a "Medium" or Yellow performance rating with students scoring 26.1 points below standard.	Per the CDE Dashboard in 2023-2024, a blue performance rating with students scoring 20 points above the standard.		DVCA reflects students scoring at or above standard on Math CASPP assessment. Growth is indicated by 'Green or Blue'	
2.6	Seal of Biliteracy	In 2022-2023, 20 seniors earned the Seal of Biliteracy. This accounts for 28.5% of the class of 2023.	In 2023-2024, 15 seniors earned the Seal of Biliteracy. This accounts for 20.5% of the Class of 2024.		Increase of graduates earning State Seal of Bi-Literacy by 5% of graduating class to 33%	
2.7	Student access to a broad course of study (Local Indicator)	22-23 12th grade CTE: 36% all students, 43% unduplicated, 87.5 % Special Education			Sustained completion of core coursework. An increase of CTE	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		87 total –31 took courses 16 total unduplicated—7 took courses 8 total SPED—7 took courses *12th-grade students who took a CTE course during their senior year 22-23 10th Grade World Language: 59% all students, 87.5% unduplicated, 48% special education 12th grade core (ELA)100% all students, 100%			completers across the whole class with a specific focus on both SPED and Unduplicated populations, by 5%. Increase of 5% of students meeting A-G world language requirement, specifically for both SPED and Unduplicated populations.	
2.8	Parental Participation in programs for low-income, English Learner, and foster youth (local indicator)	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment		"Standard Met" on parental participation local indicator assessment	
2.9	Promote parental participation in programs for students with disabilities	"Standard Met" on parental participation local indicator assessment	"Standard Met" on parental participation local indicator assessment		"Standard Met" on parental participation local indicator assessment	

Goal Analysis [2024-25]

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

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

DVCA successfully implements four out of five planned actions during the 2024-25 school year to ensure that every student has equitable access to support systems. The DVCA Teachers on Special Assignment (TOSAs) play a crucial role in onboarding new staff with DVCA's project-based learning pedagogy. Additionally, TOSAs facilitate teacher development sessions that encourage collaboration among staff in curriculum design and implementation.

To further support students, DVCA operates three academic support classes across the charter, specifically targeting those who require additional academic assistance. Moving forward, DVCA needs to clarify how to leverage academic data and student needs to determine course placements. It is essential to identify key metrics for formative assessments that evaluate the ongoing impact of these courses on student outcomes.

The Homework Club Coordinator is fully implemented and plays a vital role in the after-school program. This coordinator not only supports students but also facilitates the pairing of University of California, Davis (UCD) tutors with students who need help completing their coursework. To enhance the effectiveness of this initiative, DVCA should triangulate data to assess the impact of after-school programming on student academic success.

Additionally, the Math Intervention teacher at DVJH is fully implemented, providing support through both in-class push-in models and after-school sessions. In collaboration with the DVJH math teacher, the Math Intervention teacher focuses on students identified through math diagnostics.

Lastly, the Double Block Integrated Math 1 (IM 1) teacher at DVCA is partially implemented. While DVCA obtains approval from the DJUSD Board to offer this course, challenges arise during scheduling, particularly concerning the tracking of students with Individualized Education Programs (IEPs). Addressing these challenges will be crucial for the full implementation of this program.

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.

DVCA aligns its budget expenditures with estimated expenditures, except for action 2.1, as it was unable to run the Double Block Integrated Math 1 course. As a result, DVCA did not spend $29,609.20 on this course. However, DVCA exceeded its projections for the academic support class by $11,027 due to the need to run a third section that was not accounted for in the original budget projections. Actions 2.3, 2.4, and 2.5 are all in alignment with estimated expenditures.

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

DVCA's plan for a Double Block Integrated Math 1 course is ineffective, as it does not account for the constraints of a small master schedule with limited staffing. Although the double block class targets the appropriate students to improve math outcomes, it risks negatively impacting school climate and exacerbating students' social-emotional needs due to the tracking it imposes. This experience highlights the necessity for a new structure to implement an in-day math intervention course that fits into DVHS's master schedule without creating tracking issues for students.

Academic Success Classes effectively support students in developing the skills and habits needed to manage their schoolwork while providing access to necessary support for task completion. While this action is fully implemented, more needs to be done to evaluate its effectiveness on student performance. For instance, DVCA should track the ability of students in Academic Success Classes to pass all their courses and leverage the “professionalism” learning outcome to regularly assess students' ability to stay current with their assigned tasks.

Similarly, the Homework Club Coordinator is fully implemented, resulting in increased student participation in after-school support. However, DVCA must clarify how it regularly measures the effectiveness of this program, particularly in tracking the academic progress of students who attend. Establishing clear metrics for success will help ensure that these initiatives continue to benefit students effectively.

DVJH Math Intervention teacher is effective at supporting targeted students to build or recover key math concepts to support current math success. MDTP is utilized to determine particular sections for intervention, as a result DVJH saw a change in MDTP at the mid year mark of 15% growth in those particular sections with the math interventionist.

DVCA's Teachers on Special Assignment (TOSAs) play a vital role in supporting their teacher colleagues effectively. They meet weekly with targeted teachers to assist with lesson planning and curriculum development, while also addressing ongoing classroom management concerns.

In addition to these one-on-one meetings, TOSAs help plan weekly professional development sessions. They implement protocols designed to foster teacher growth in curriculum design, ensuring that all students have access to meaningful learning opportunities. By focusing on collaboration and professional development, TOSAs contribute significantly to creating an inclusive and supportive educational environment.

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.

DVCA will not change any of its fully implemented actions as outlined in the LCAP. However, the organization is committed to strengthening the systems within those actions by utilizing formative data to assess effectiveness and identify any necessary adjustments.

Specifically, DVCA will shift action 2.1 to enhance its in-the-day math intervention, ensuring that students in Integrated Math 1 (IM 1) are adequately prepared for Integrated Math 2 (IM 2) by the end of each school year. This adjustment will involve closely monitoring student progress and leveraging data to tailor support, ensuring that all students meet the necessary readiness benchmarks for continued success in their math studies. By focusing on data-driven decision-making, DVCA aims to create a more effective and responsive intervention strategy.

As such DVCA will utilize the master scheduling to align Math Intervention Teacher with ASC classes to easily support a pullout process for support who historically have both been placed in ASC support class and struggled with IM 1.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	In the Day MAth Intervention Teacher	Up to 0.2 FTE in mathematics is dedicated to the implementation of DVCA's math intervention program, aligned with the Academic Support Class (ASC). The primary objective of this initiative is to target the most at-risk students, addressing their gaps in mathematics to ensure they earn Integrated Mathematics 1 (IM 1) credit and are prepared for Integrated Mathematics 2 (IM 2) by the end of their freshman year. Intervention teachers will collaborate closely with ASC instructors to provide direct and consistent support to students in need, pulling them for focused intervention sessions twice a week. This coordinated approach is designed to facilitate the learning of students who require immediate assistance, helping them stay on track to meet A-G math requirements by the conclusion of their third year of high school. Utilizing data from the Mathematics Diagnostic Testing Project (MDTP) and current grades in IM 1, intervention teachers will tailor their support to address the specific needs of each student. The flexible intervention plan, beginning in the 2025-2026 academic year, aims to help students acquire essential math concepts without placing them in a tracking system, as was initially proposed with the Double Block IM 1 class. This approach not only fosters a more inclusive learning environment but also empowers students and teachers, ultimately enhancing their mathematical proficiency and confidence. This action supports positive growth within our our baseline metric of 2.5 where currently, per CDE Dashboard for 2022-2023, a "Medium" or Yellow performance rating with students scoring 26.1 points below standard in math was recorded. In addition this action, also supports a long term	$36,305.00	Yes

Action #	Title	Description	Total Funds	Contributing
		growth with in current A-G rates which currently is 76% for the class of 2023.		
2.2	.4 for Academic Success Classes	The Academic Success class at both DVJH and DVHS is designed to support students with studies skills, executive functioning skills, as well as increasing specific skills within ELA and Math, targeting students who have historically struggled academically. Academic Success class students will be identified by past grades, CAASPP scores, iREady and MDTP diagnostic data. The purpose is to target student who require support within the day so that they can access and be successful in their academic classes. The course is designed to directly support other classes and develop the necessary habits and skills for future success. DVCA will continue to monitor the need for retaking this course, in an effort to reduce large class size the lessens the ability to provide targeted support. Not only should DVCA see improvement within regular diagnostic monitoring, but also within the baseline metrics of 2.4 and 2.5, respectfully, which indicate through analysis, that DVCA student groups in 'Red' and 'Orange' as indicated on schools dashboard. And that specifically, In ELA, our Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students all "declined significantly" by more than 45 points, placing all these students to the 'Red' indicator and requiring increasing our intentionality of support moving forward. Although DVCA's overall Math scores increased by 3%, our Hispanic and Socioeconomically Disadvantaged students "declined significantly" by 23.6 and 21.2 points respectively. This outcome positioned these two student groups within the 'Orange' indicator. Academic Success Class is one intervention to support students in these groups.	$44,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	.4 DVCA TOSA Postions	DVCA Teacher on Special Assignment (TOSA) roles are dedicated to supporting the charter pedagogy and implementation of Project Based Learning best practices. TOSAs support teachers in their classroom, with regards to planning and developing supports for targeted students. TOSAs support the on-boarding of the new staff and help to plan staff development that is targeted around the data driven learning outcomes. DVCA TOSA's support the departments and specific teachers in the acquiring of meaningful data, and help to facilitate a PLC protocols that help teacher groups determine the effect of the strategy or change idea. DVCA's TOSA role has a direct impact on the academic learning targets as presented in metrics 2.4, and 2.5. With the onboarding of industry teachers within DVCA's CTE program, the TOSA position has a direct impact on metric 2.7, and CTE students success accessing the learning within the program.	$35,428.00	Yes
2.4	Homework Club Coordinator	Homework Club coordinator at DVHS ensures that students have direct access to academic intervention and support in the afterschool setting. The coordinator role works with teachers to identify students, curate curriculum based on MDTP and iReady diagnostic data, and manages UCD tutors. Homework Club coordinator works with Math and ELA teachers to create lessons that support the filling of opportunity gaps as discovered through ongoing diagnostic assessment. In addition, the coordinator works with parents and students to increase attendance and access to after school homework club. Finally, coordinator works with UC Davis tutoring network to establish support for DVCA students. Coordinator leads calibration training of tutors to ensure supportive culture. Homework Club coordinator has a direct impact on students current success in school and provides the necessary action steps to directly impact our lagging data of ELA and Math seen metrics 2.4 and 2.5. In	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		addition, the work of the Homework Club coordinator has an impact on our initial Freshmen Experience data and early academic success at DVHS.		
2.5	DVJH Math Intervention Teacher	At DVJH, a math teacher provides after school intervention to students in need of support both through diagnostic and formative assessments. In addition to supporting gaps in previous math learning, support is also provided for students to get help on current concepts. After school Math intervention is an integral support at DVJH to support student skill development in preparation of transitioning to A-G math coursework. Historically, the IM 1 failure rate is the highest of all A-G math course work, and at the beginning of the 2023-24 school year 47% of incoming students scored below 50% on the readiness diagnostic. This data does not include the current twenty-three 9th grade students repeating Common Core 3 (CC3), an 8th grade math class. The work of the Math Intervention Teacher has a direct impact on metric 2.5 and DVCA's ability to move student math skills in a positive direction as currently, students with in DVCA scored 26.1 point below standard according to CDE Dashboard.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement & Continuous Academic Growth	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail. Specifically, Goal 3 focuses on every student will identify educational goals, acquire the foundational skills and demonstrate continuous growth towards realizing their academic potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	100% compliance with teacher credentialing and teaching assignments, based on Human Resources data January 2024.	Maintain 100% compliance with teacher credentialing.		Maintain 100% compliance with teacher credentialing.	
3.2	English Learner reclassification rate	No Performance Level due to data privacy (less than 11 students)	No Performance Level due to data privacy (less than 11 students)		Currently no target due to data privacy as a result of low population.	
3.3	Parent/guardian participation in decision making through advisory	Parent participation in decision-making at Full Implementation and	Parent participation in decision-making at		Maintain Advisory Board regularity and participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	opportunities. (Local Indicator)	Sustainability (As of January 2024 DVCA has held 4 of the 8 Advisory Board Meetings for 2023-24.	Full Implementation and Sustainability. DVCA has held 8 of the 8 Advisory Board Meetings for 2024-25.			
3.4	Parent/participation in programs for students with disabilities.	8 scheduled Superintendent's Advisory Committee of Special Education (SACSE) meetings to be held in 23-24. DVCA has parent representation on this committee.	8 scheduled Superintendent's Advisory Committee of Special Education (SACSE) meetings to be held in 24-25. DVCA has parent representation on this committee.		Maintain participation of DVCA in Superintendents Advisory Committees.	
3.5	Pupils who have passed an advanced placement exam with a score of "3" or higher	In 2023 111 students took 157 advanced placement exams, with an average score of 3.1. 64% of all exams earned a “3” or higher.	In 2024, 97 students took a total of 121 advanced placement exams. 83% of all exams earned a “3” or higher.		Increase both number of students taking AP exams by 10 students, and increase passage rate of a "3 or Higher" by 5% to 69% overall.	
3.6	English learner progress toward English proficiency as measured by the ELPAC	No Performance Level due to data privacy (less than 11 students).	No Performance Level due to data privacy (less than 11 students).		Currently no target due to data privacy as a result of low population.	
3.7	English Learner Progress as measured by CAASPP ELA	No Performance Level due to data privacy (less than 11 students)	No Performance Level due to data		Currently no target due to data privacy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			privacy (less than 11 students).		as a result of low population.	
3.8	ELPI Progress rate	No Performance Level due to data privacy (less than 11 students)	No Performance Level due to data privacy (less than 11 students).		Currently no target due to data privacy as a result of low population.	
3.9	Middle school dropout rate					
3.10	High school dropout rate	According to the CDE Dashboard for 2022-2023, the 2022-23 Four-Year Adjusted Cohort Outcome was 1 student.	Per CDE Dashboard for 2023-2024, 97.2% of DVCA students graduated.		Decrease number of students who drop out to "0"	
3.11	High school graduation rate	Per the CDE Dashboard for 2022-2023, 98.9% of DVCA students graduated.	Per CDE Dashboard for 2023-2024, 97.2% of DVCA students graduated.		In crease graduation rate to 100%	
3.12	The percentage of pupils who demonstrate college preparedness pursuant to Early Assessment Program or subsequent assessment of college preparedness.		According to the CAASPP data website, the class of 2024 in 11th grade: 67.18% met or exceeded standard in ELA 57.34% met or exceeded in Math			

Goal Analysis [2024-25]

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

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

All Goal 3 actions are fully implemented. Students benefit from established initiatives that provide high levels of engagement and continuous growth support. The ECHO gradebook serves as a tool for students to set goals and collaborate with teachers to foster targeted growth within each of DVCA's learning outcomes. In conjunction with the DVCA portfolio system, students reflect on school tasks as evidence of academic growth and establish new goals with teacher feedback.

The DVCA Head Counselor has constructed new courses that have received board approval, increasing opportunities for student engagement. Additionally, by organizing and analyzing the class registration process, the DVCA Head Counselor ensures that necessary coursework is accessible within the Master Schedule at both DVHS and DVJH. This effort balances engagement opportunities and support for students needing to strengthen academic skills to reach their potential while maintaining a course sequence that offers a wide variety of post-secondary options.

MTSS coordinators continue to develop positive SEL and academic support systems, focusing on clear classroom interventions for Tier One students and implementing a targeted Tier Two referral system through a Request for Assistance (RFA). This allows staff to strategize effectively to meet student needs.

Math Bootcamp is fully implemented before the start of the 2024-25 school year. Students transitioning into DVHS participate in a week-long math workshop that focuses on targeted skills and relationship-building with future math teachers. The presence of the DVJH math teacher greatly supports a positive transition to the new school year. Students polish or acquire foundational skills that propel them toward continuous growth.

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.

All actions related to personnel align with the budgeted amounts and actual expenditures. Program-based actions, such as Math Boot Camp and DVCA Summer School, are over budget for both supplies and personnel. However, there is no impact on the services provided. For the 23-24 school year, one hundred percent of students who started summer school and met attendance goals completed the program with a passing replacement grade toward graduation requirements and meeting A-G eligibility expectations.

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

The ECHO gradebook is an effective tool for supporting both student goal setting and teacher intervention regarding specific needs. 100% of students utilize the ECHO gradebook for reflection and goal setting within the DVCA Grad Profile, which fosters the necessary interdependence of student ownership of academic goals. Additionally, teachers use the ECHO gradebook breakdown of DVCA schoolwide learning outcomes to design curriculum that supports academic growth for both cohorts and individuals.

The Head Counselor effectively analyzes student needs to design courses and schedule key classes in the master schedule, ensuring students have access to essential coursework that supports individualized goals. As a result, 87% students in the class of 2025 are on track toward A-G eligibility and graduation. Furthermore, unduplicated students represented 32% of the Fall of 2024 cohort who completed dual enrollment coursework through DVCA programing and unduplicated students represent 64% of CTE completers in the Spring of 2024.

MTSS Coordinators have been successful in creating and developing Tier One expectations within DVCA. Additionally, a system allowing school staff to refer students with concerns has grown, as 33 RFAs have been submitted, leading to 22 students being presented through DVHS's SOS structure, where teacher teams design targeted and shared interventions.

Math Boot Camp welcomes 35 incoming 9th graders to the DVHS campus, representing 35% of the 9th grade class. Over the four days, students engage in strengthening their math problem-solving skills while developing positive relationships with their teachers. Finally, DVCA Humanities Summer School effectively supports 18 students with credit recovery toward both graduation requirements and A-G eligibility.

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.

Overall, no changes will be made to the established actions. Ongoing work is necessary to identify meaningful leading data points that will inform annual metric data for some of these actions. This effort aims to enable real-time adjustments that support student engagement and academic growth.

By focusing on meaningful data, we can better understand trends and patterns in student performance and engagement. This proactive approach allows educators to respond swiftly to challenges and opportunities, ensuring that all students receive the support they need to thrive academically. Continuous monitoring and analysis of these data points will help us refine our strategies and improve outcomes for every student.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ECHO Gradebook and Support	DVCA's ECHO Gradebook plugin serves an integral role in supporting the charter's Project Based Learning pedagogy. The use of this plug-in to our	$24,050.00	No

Action #	Title	Description	Total Funds	Contributing
		LMS of Canvas allows for targeted differentiated support of DVCA schoolwide learning outcomes. The ability for teachers to breakdown grades in an “outward” facing way allows for parents, students and teachers to create specific support opportunities for academic growth. In addition, the gradebook supports the the development of more precise and quantifiable goals with in the IEP process, and allows for both resource specialists and parents to monitor regularly the IEP goals progress. Overall, the learning outcome-based gradebook supports intentional building of curriculum and an ability to for students to engage within continuous academic growth. DVCA ECHO gradebook has a larger impact on tracking academic progress that shows up in CDE dashboard metrics, such as 2.4 and 2.5. In addition, the positive effect of the ECHO Gradebook is demonstrated within metric 3.4. As it creates a conduit for SPED parent and teacher collaboration.		
3.2	.2 Head Counselor, Curriculum Alignment and Sequencing	DVCA’s Head Counselor works to ensure a broad course of study that supports students in the development of academic skills. The Head Counselor leads a team of counselors and teachers to develop a strategic plan to course sequencing and standards driven expectations that support prepared graduates. DVCA Head Counselor uses data to develop a year plan for DVCA’s course catalog and eventual master schedule. Head Counselor works collaboratively with the counseling/ teacher team to ensure that all students are in the correct courses that will foster necessary foundational skills, and continue to build on the necessary academic skills so that students will reach their academic potential. In addition to developing sequencing of course work, the Head Counselor works to develop courses with teachers so that DVCA’s most marginalized students have access to interesting courses that simultaneously support their academic growth in key areas, increasing unduplicated students A-G eligibility.	$21,934.00	Yes

Action #	Title	Description	Total Funds	Contributing
		DVCA's Head Counselor role as a course planner and manager has a significant impact on student academic growth throughout their experience. Specifically, the role's impact on maintaining a low high school drop rate and a high graduation rate as seen in metric 3.9 and 3.10. In addition, the role of skill sequencing through course and master schedule planning has large impact on metric 3.5 along with metric 4.1 (76% of graduates in 2022-23 were A-G eligible upon graduation).		
3.3	MTSS Coordinators (Academic and SEL Focus)	MTSS coordinators at both DVHS and DVJH are dedicated to the establishment of Tier One instructional practices and the development of a data driven system to inform the Tier Two and Three academic interventions. The MTSS coordinator establishes a team that works in conjunction with the entire DVCA staff to ensure clear protocols and procedures. These ensure that all student with academic need are discovered and holistically supported. The MTSS coordinator gathers data from a variety of sources and leads their team in the analysis of data to target support and develop whole staff buy-in. DVCA is in year six of developing Multi-Tiered Systems of Support. Successes with implementation include: staff professional development to calibrate schoolwide Tier I classroom practices that are paired with Tier I classroom interventions; Tier III in-the-day instructional support; increased Tier II and Tier III social emotional support; increased use of CASEL SEL strategies; and development of an MTSS Team at DVJH that meets weekly to identify students for supports. Both DVJH and DVHS, have established Coordinated Services Team (CST) teams within the MTSS framework specifically focusing on SEL and behavioral supports. Moving forward, DVCA will create a targeted Tier One Academic team. These actions will positively impact metric 2.4, 2.5 and 4.1.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Math Boot Camp	Incoming 9th grade students to DVHS will engage in a summer boot camp prior to school. Teachers from both the DVJH and DVHS will create an math experience over an eight day period that supports the review of key math skills, while simultaneously developing teacher student partnerships for a “warm hand off.” Math Boot Camp will invite students to participate, identifying students who would most benefit through an analysis of diagnostic readiness exams given in May of 2023, current grades, and DVJH teacher recommendations. Over the course of the boot camp, students will learn DVHS math classroom procedures, review math concepts for CC3, begin working on new concepts and develop foundational academic language specific to IM 1 course curriculum. Math Boot Camp will have positive impact on current math data included in metric 2.5. Although DVCA’s overall Math scores increased by 3%, our Hispanic and Socioeconomically Disadvantaged students “declined significantly” by 23.6 and 21.2 points respectively. This outcome positioned these two student groups within the ‘Orange’ indicator. Additionally, formative assessment in Math through the use of MDTP supports the results of the CAASPP data, indicating a need to focus on 7-12 math sequencing and support. In the fall of 2023, current 9th graders in Integrated Math One took the readiness MDTP diagnostic to determine content knowledge readiness. The results indicate that 70% of students who took the test scored below the 70% readiness threshold. 47% of these students scored below 50% on the readiness diagnostic. This data does not include the current twenty-three 9th grade students repeating Common Core 3 (CC3), an 8th grade math class. DVCA continues to invest in the development of a robust 7-12 math program where objectives are clear, and intervention and supports are targeted.	$8,000.00	No
3.5	DVCA Summer School	DVCA Summer School serves 9-12th grade students needing credit recovery and early academic intervention. Programs run academic courses focusing on DVCA’s double block Humanities courses that students did not pass during the school year. The three week program equals a semester of instruction and 5 academic credits. The program	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		targets students below grade level and at-risk for not meeting graduation and/or A-G eligibility. Many of these students fall into our unduplicated student population. This program will targeted academic skills, student engagement, and graduation rates. Impact will be measured by metrics 1.4, 2.2, 2.4, 2.5, and 3.11.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Confidence & Preparedness for Life	

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 LCAP goals were developed through the Strategic Planning process which included widespread outreach, co-creation of goals and actions with our community and in response to data. The DJUSD Strategic Plan Overview (pages 9-16) cover this in detail. Specifically Goal 4 focuses on every graduate will transition confidently to post-secondary life, prepared by diverse learning experiences and their acquisition of the competencies in DJUSD's Graduate Profile.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board-approved career technical educational standards and frameworks.	76% of graduates in 2022-23 were A-G eligible upon graduation. Per DataQuest, 13.6% of DVCA 2023 graduates completed at least one CTE pathway with a C- or better on the Pathway Capstone course.	According to Dataquest, from the class of 2024, 94.4% of students met UC/CSU requirements		Increase of A-G rate by 5% to 81%. Increase to CTE completion by 5% to 18.6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	Based on 2022-23 CAASPP data, 41% of students earned “Standard Met” or “Standard Exceeded” in both Math and ELA, qualifying them for the Early Assessment Program.	According to the CAASPP data website, the class of 2024 in 11th grade: 67.18% met or exceeded standard in ELA 57.34% met or exceeded in Math		Increase by 5% of students who earned "Standard Met" or "Standard Exceeded" to 46% in both Math and ELA.	
4.3	Career Technical Education pathway completion rate	Per DataQuest, 13.6% of DVCA 2023 graduates completed at least one CTE pathway with a C- or better on the Pathway Capstone course.	According to Dataquest, from the class of 2024, 26.4 % of students completed a CTE pathway.		5% increase of CTE completer rate. to 18.6%	
4.4	CTE and A-G rate	Per DataQuest, 11.4% of DVCA Graduates met CSU/UC requirements and completed at least one CTE pathway with a C- or better on the Pathway Capstone.	in the class of 2024 34% of DVCA Graduates met CSU/UC requirements and completed at least one CTE pathway with a C- or better on the Pathway Capstone		Increase of 5% of students who met both CTE completion and A-G to 16.4%	

Goal Analysis [2024-25]

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

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

DVCA fully implements the actions associated with Goal 4 to ensure that students confidently transition to post-secondary life through diverse learning experiences. Counseling is fully staffed and supports students with college and career planning, ensuring that upon

graduation, students have a wide range of options available to them. This includes regular A-G course planning and support for onboarding students into DVCA's dual enrollment program, providing equal access and equity-based support.

To further support this effort, DVCA implements action 4.7 to assist students in their college and career planning. At the beginning of the 2024-25 school year, DVCA purchases PowerSchool as its college and career curriculum. Since January 2025, DVCA switches to the California College Guidance Initiative (CCGI) for long-term support, as it is a free program that better connects students to California public postsecondary institutions. DVCA also fully implements counseling staff to assist with life and career planning. Specifically, at DVJH, curriculum is built to support coping skills, identify learning strategies, and connect students to career ideas through career inventory lessons.

DVCA's Internship and Work-Based Learning Coordinator is fully in place and supports students with opportunities such as internships, pre-apprenticeships, apprenticeships, and paid job placements. Additionally, DVCA increases support for work-based experiences by adding coursework for job readiness during the spring semester, helping students develop the skills necessary to acquire and maintain summer employment. DVCA is also fully staffed for dual enrollment support through the College and Career Tech position, which meets with students bi-weekly to assess needs and communicate with families when necessary. Furthermore, the College and Career Tech manages after-school support sessions twice a week to facilitate student study groups within shared coursework.

CTE teachers receive support through professional development to align curriculum with DVCA's project-based learning pedagogy. Each CTE teacher engages in PBL 101 before the school year begins and receives ongoing support throughout the year from both DVCA staff and the DJUSD CTE department. CTE continues to receive funding for instructional materials and time to construct standards-aligned curriculum as pathways develop. Finally, DVCA students have access to curriculum-aligned CTE-based certifications.

The DVCA dual enrollment program is fully implemented and supported in summer, fall, and spring sessions in partnership with Sacramento City College. Students access college coursework that supports their pathways through experiential learning in a college setting while accumulating transferable college credit.

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.

DVCA's budget expenditure actions related to Goal Four exceed the estimated actual expenditures, for the most part. Particularly actions assorted with salary for both targeted certificated and classified positions exceeded the original budget expenditure due to the alignment of new staffing with the DJUSD salary schedules.

In addition, CTE programing overspending occurs because some expenses are carried over from 2023-24 to 2024-25 to align with the grant funding schedule, aimed at improving facilities and equipment. The focus is primarily on startup costs for the Audio Production Pathway as part of the AME program.

However, DVCA underspent the original budgeted actions for CTE teachers as not all CTE teachers take advantage of extra duty pay for teaching practices support.

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

DVCA continuously fine-tunes its approach to ensure the effectiveness of actions taken in service of Goal Four. All actions are effectively implemented and reach students, providing opportunities that enhance their preparedness for post-secondary options through diverse learning experiences and aligned supports.

As DVCA progresses with these initiatives, an area for improvement is the establishment of key leading indicators to guide necessary adjustments each year for specific cohorts. This is essential to ensure that all actions and associated systems are functioning effectively and positively trending toward our established metrics of annual success.

By implementing these leading indicators, DVCA can monitor progress more closely and make informed decisions that respond to the needs of students. This proactive approach allows for timely adjustments to programs and services, ensuring that every student receives the support necessary to thrive in their post-secondary endeavors. Ultimately, refining this system not only enhances individual student outcomes but also strengthens the overall effectiveness of DVCA's educational framework.

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.

DVCA is not making any changes to planned goal, metrics or targeted outcomes. However, DVCA is focused on previous practices within its successfully implemented all actions associated with Goal Four to support students' transitions to post-secondary life, the same actions for the coming year as space for adjustments to be made to increase positive results toward established outcomes.

One significant change for the upcoming year is the establishment of key leading indicators. These indicators will serve as benchmarks to assess the effectiveness of various initiatives, enabling DVCA to make necessary adjustments for specific student cohorts. This proactive approach ensures that all actions and associated systems function effectively and positively trend toward established metrics of annual success.

Additionally, DVCA will refine its college and career planning initiatives by transitioning to the California College Guidance Initiative (CCGI) as the primary curriculum. This change reflects a commitment to providing students with increased connections to California public postsecondary institutions. Moreover, DVCA continues to enhance its support for work-based learning experiences by adding job readiness coursework in the spring semester, which will further prepare students for summer employment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	.4 Counselor, focus on college and career	This DVHS counselor position will be dedicated to preparing students for life post-secondary, with an emphasis on engaging students in taking steps to be successful in college and/or career. The counselor will meet with students regularly to align scheduled courses with college and career goals, monitor individuals progress towards A-G eligibility and push into classes to work with students on college and career exploration. In addition, this .4 counselor position will work in collaboration to construct Dual Enrollment support with classified staff and the counseling team. Via the partnership with Sacramento City College, a designated Hispanic Service Institution (HIS), traditionally underserved students will be targeted for dual enrollment opportunities to address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. Measured through metric 4.1, 76% of graduates in 2022-23 were A-G eligible upon graduation and according to Data Quest, 13.6% of DVCA 2023 graduates completed at least one CTE pathway with a C- or better on the Pathway Capstone course. Metric 4.2 examines 2022-23 CAASPP data, where 41% of students earned "Standard Met" or "Standard Exceeded" in both Math and ELA, qualifying them for the Early Assessment Program. This action should have a positive impact on both metric 4.1 and 4.2.	$43,456.00	Yes
4.2	CTE Teacher Professional Development	CTE teachers will receive training and preparation time to create meaningful pathway curriculum. This will include project-based learning	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		professional development, pathway specific training, project development preparation time and collaboration time with other teachers. CTE Teachers need support in foundational teaching practices as DVCAs CTE teachers all come directly from industry. As such, teachers will be supported through a coaching model that is provided by DVCA TOSA, DJUSD CTE, and induction opportunities. DVCA is committed to helping CTE teachers develop their capacity through professional development opportunities, such as conferences and coaching, that will allow their expertise in the field to be realized in a classroom environment where the transfer of skill and knowledge can be passed on to students. As CTE teacher capacity grows, so will their ability to meaningfully target instruction for at-risk, or unduplicated students within the charter. DVCA's ability to support its CTE teachers will be reflected within the metrics of 4.3 and 4.4. As both these metrics demonstrate student persistence through the curriculum and academic preparedness.		
4.3	CTE Programing	To ensure that DVCA students have opportunities to develop career preparedness and exposure to technical skills in high-demand, high-wage industries, DVCA will provide ongoing professional development, equipment and materials, facilities maintenance and improvements, and oversight and administrative services to CTE staff and students at DVHS. Funding for the above activities and services will be targeted towards traditionally underserved students to address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. This action also addresses the DVCA goal to ensure that students are 'confident graduates, prepared for life' through diverse learning experiences. Access to Dual Enrollment advances this goal by supporting students in developing career interests and fostering the skills and confidence for post-secondary success. Impacts will be measured by metrics 4.1, 4.2 and 4.4 within the CA School Dashboard.	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	.6 Internship/ Work Based Learning Coordinator	A part time Internship and Work Based Learning Coordinator will run the DVCA High School Internship program, providing students with professional work experience and hands-on career exploration. This coordinator will liaise with local internship opportunities, match students with openings based on their interests, track student hours and success, assess student reflections, meet with students about their experience and develop lessons on how to participate in a professional workplace. This will promote college and career readiness by giving all students the opportunity to gain workplace experience, as measured by metric 4.1-4.2 in an overall assessment of college and career preparedness, along with the CCI indicator on the CA School Dashboard which measured 'high' in 2023.	$44,208.00	No
4.5	Dual Enrollment	To ensure that DVCA students gain exposure to college-level coursework and have opportunities to explore areas of academic and career interest, DVCA staff will provide services and support for students in grades 9 through 12 to access community college dual enrollment courses. Via the partnership with Sacramento City College, a designated Hispanic Service Institution (HIS), traditionally underserved students will be targeted for dual enrollment opportunities to address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. This action also addresses the DVCA goal to ensure that students are 'confident graduates, prepared for life' through diverse learning experiences. Access to Dual Enrollment advances this goal by supporting students to develop career interests and fostering the skills and confidence for post-secondary success. Impacts will be measured by metrics 4.1, 4.2 and 4.4 within the CA School Dashboard.		No

Action #	Title	Description	Total Funds	Contributing
4.6	College and Career Tech .5	An increasing number of students are participating in DVCA's Dual Enrollment program, and DVHS will designate staffing through .4 College and Career Tech position to support students in being successful in their college level courses. With 66 DVHS students currently dual enrolled, and 29% of current dual enrollment students being identified as unduplicated, this action is essential to improving completion of college level coursework. This support will include providing regular check-ins, progress monitoring and help in accessing classes, which will increase student persistence and success. Beyond giving students opportunities to earn High School and College Credit, the program provides students opportunities of college course work experience in an effort to improve long term persistence rates post-secondary, resulting in increased college and career preparedness. In additional to being measured via metrics 4.1-4.4 around college and career preparedness, this will be measured by the percentage of students who complete dual enrollment. As of Fall 2023, 57% of students who attempted a dual enrollment course successfully completed it with a C or better.	$33,190.00	Yes
4.7	PowerSchool (Naviance) and California Career Zone	DVCA will invest in Powerschool (formerly known as Naviance), a tool to support academic and career exploration/planning for DVHS. DVJH will engage specifically for middle school students. DVCA will use Powerschool/California Career Zone tools to promote the connection of current education to post-secondary and career goals and tools for mapping future coursework and potential post-secondary experiences. This work has a direct impact on student planning and goal setting within an ever changing economic and societal landscape. In addition, Powerschool/California Career Zone's impact on first generation students is great as it provides insight and exposure to options that may not be talked about or known in their homes. The use of the Powerschool/California Career Zone program will directly impact metrics 4.1 and 4.3, and works to create purpose for students that are currently struggling to stay motivated with general academic skill	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		development. As such, Powerschool's use within DVCA's overarching counseling program will impact CDE dashboard levels, articulated in 3.11, 3.5,2.7,2.5, 2.4,1.6 and 1.4.		
4.8	.2 JH And .2 HS Life and Career Planning Counselor	.2 of DVCA counselors at both DVHS and DVJH roles will be dedicated to life and career planning for all students. Counselors work to create a year long plan and curriculum where each student is engaging in ongoing action and reflection regarding future plans and current choices. Counselors at both DVJH and DVHS work collaboratively to ensure a vertically aligned approach to Life and Career planning throughout the charter. In addition, at each site counselors work with teaching staff to identify opportunities for alignment within curriculum. Counselors prepare presentations, network with outside agencies and foster opportunities for students to practice key skills toward Life and Career readiness. The DVHS counselor works directly with DVCA Internship coordinator and director of Dual enrollment to create opportunities for students to engage directly with exploratory career and learning opportunities. Overall, the goal of this role is to help students to develop the capacity to be successful in current practice opportunities, on the way to being successful in future life and career choices. The intentionality within this role has direct impact on metric 1.4 and continued growth on the CCI indicator on the CA School Dashboard which has gone from 'yellow' in 2019 to 'high' in 2023, suggesting that DVCA students will continue to benefit from career-oriented learning opportunities, internships, and skills-based programs given the support of counselors with Life and Career foci.	$37,554.00	No Yes
4.9	Seal Of Civic Engagement teacher stipend	A DVHS Teaching staff member will be paid to track student progress towards graduating students receiving the State Seal of Civic Engagement, which identifies students who have demonstrated excellence in civics education and participation, and an understanding of the United States	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Constitution, the California Constitution, and the democratic system of government, rendering them increasingly prepared for life post-secondary. In addition to monitoring student progress, this teacher will create extended time curriculum to support students in their understanding of Civics. Progress will be monitored via overall college and career preparedness via metric 4.1, (76% of graduates in 2022-23 were A-G eligible upon graduation and Per DataQuest, 13.6% of DVCA 2023 graduates completed at least one CTE pathway with a C- or better on the Pathway Capstone course). This will also be measured by the percentage of graduating seniors who successfully ear the Seal of Civic Engagement, which in 2023 was 26%.		
4.10	Certifications embedded in CTE Curriculum	CTE Pathways serve as a mechanism to prepare students for careers aligned to the pathway content. To bolster the developing curriculum of these pathways, DVHS administration and CTE Pathway teachers will ensure that students in these pathways have the opportunities to earn certifications in field, resulting in increased career preparedness and stronger skillsets when applying for jobs. DVHS will both prepare and pay for students to take these certifications. Examples of certifications include Adobe Suite certification and Python certification. As baseline data per DataQuest, 11.4% of DVCA Graduates met CSU/UC requirements and completed at least one CTE pathway with a C- or better on the Pathway Capstone. Internal baseline data at the end of 2023 indicates that within the AME Pathway, 50% of completers were special education students and/or unduplicated students and/or students of color. While there were nearly double the students who completed the SSD pathway, the student demographics are less diverse in all measures. DVCA will continue to focus on unduplicated and special-education students to promote their status as completers, especially within the SSD pathway while also focusing on the level of preparedness within the designated industry. Currently, there are four certifications that DVCA pathway students are supported in earning. In Spring of 2023 there were 21 certification tests administered, with a total passage rate of 57%.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		DVCA will continue to work toward stronger alignment of certification data to our CTE ‘Completer’ rate. Finally, DVCA is committed to ensuring that ‘Unduplicated’ and ‘Special Education Students’ are able to access the ‘completer’ outcomes, which starts with focusing on the development of a data driven system and will positively impact metric 4.3. This action will reinforce real-world value of being a CTE completer, providing these completers tangible skills that will make them successful in the workplace.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$285,406	$

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
4.364%	0.000%	$0.00	4.364%

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
1.1	**Action:** .4 Counselor SEL Focus **Need:** Counselors at both the DVJH and DVHS dedicate time and programming to supporting the social emotional well-being of students, with a dedicated effort to focus on the historically chronic absentee students.	Counselors will engage in the creation of grade-level of SEL lessons that support the development of student SEL competencies. The intention of these lessons are to develop the the skills necessary for students to access academic learning, and social dynamics both in and out of the classroom. A focus on the competencies and the associated actions will give students the opportunity to develop the necessary mindset and skills to disrupting overwhelm and anxiety, which leads to students in ability to come to school.	This action will have an impact on baseline metric 1.6 Per the 2022-2023 CDE Dashboard, a "Medium" or yellow performance level with 13.9% of DVCA students (32 students) chronically absent.

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	In addition, counselors will dedicate their effort in designing inventions to the chronic absentee students. This can include time spent in SSTs for absenteeism, home visits, etc…	
1.2	**Action:** .2 VP **Need:** .2 Vice Principal is dedicated to supporting students whose social emotional needs are leading to behaviors that do not align to learning. **Scope:** Schoolwide	The .2 VP position supports the logistics of embedding proactive positive behavior supports, while also so ensuring the development of a clear system of Restorative Practices school wide in concert with RP and PBIS leads. In addition, the .2 VP is responsible for the development of the extended time/ advisory calendar so that those times are built as proactive teaching of SEL competencies that support positive behavior. The focus of this position will be ongoing throughout the year on the DVHS site.	The goal of this is action is to shift the Youth Truth data and suspension data in a positive of direction from the 1.2 baseline metric Per the CDE Dashboard A "Low" or Red performance level, with 7.8% of students suspended for at least one day in 2022-2023. As well as within baseline metric 1.4 specifically the HS positive of percentages of of only 50%.
1.3	**Action:** Freshmen Experience Coordinator **Need:** A member of the Freshmen Team will be dedicated to leading and facilitating the Freshmen onboarding and alignment to academic and social expectations at DVHS. **Scope:**	In partnership with the rest of the Freshmen Team, the Freshmen Coordinator will lead the team to develop an onboarding plan for students transitioning to DVHS. The focus will be to develop and lead freshmen team in the articulation of explicit and aligned expectations to the schoolwide learning outcomes, and goals by end of the 9th grade year. In addition, the Freshmen Team will work to develop an intentional plan that creates an inclusive environment, and enriched in-the-day and out-of-the-day interventions that increasingly supports the PBL experience. The Freshmen Experience coordinator work with both the DVJH and DVHS to vertically align our	Focus on a Freshmen Experience will directly impact both the baseline metric of 1.2, 1.4, and 1.6. Historically, 9th graders with in these metric have play a large role in these current data outcomes.

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
		outcomes across the charter at a pivotal point in DVCA students careers.	
2.1	**Action:** In the Day MAth Intervention Teacher **Need:** Up to 0.2 FTE in mathematics is dedicated to the implementation of DVCA's math intervention program, aligned with the Academic Support Class (ASC). The primary objective of this initiative is to target the most at-risk students, addressing their gaps in mathematics to ensure they earn Integrated Mathematics 1 (IM 1) credit and are prepared for Integrated Mathematics 2 (IM 2) by the end of their freshman year. **Scope:** Schoolwide	Intervention teachers will collaborate closely with ASC instructors to provide direct and consistent support to students in need, pulling them for focused intervention sessions twice a week. This coordinated approach is designed to facilitate the learning of students who require immediate assistance, helping them stay on track to meet A-G math requirements by the conclusion of their third year of high school. Utilizing data from the Mathematics Diagnostic Testing Project (MDTP) and current grades in IM 1, intervention teachers will tailor their support to address the specific needs of each student. The flexible intervention plan, beginning in the 2025-2026 academic year, aims to help students acquire essential math concepts without placing them in a tracking system, as was initially proposed with the Double Block IM 1 class. This approach not only fosters a more inclusive learning environment but also empowers students and teachers, ultimately enhancing their mathematical proficiency and confidence.	This action supports positive growth within our our baseline metric of 2.5 where currently, per CDE Dashboard for 2022-2023, a "Medium" or Yellow performance rating with students scoring 26.1 points below standard in math was recorded. In addition this action, also supports a long term growth with in current A-G rates which currently is 76% for the class of 2023.
2.2	**Action:** .4 for Academic Success Classes **Need:** The Academic Success class at both DVJH and DVHS is designed to support students with studies skills, executive functioning skills, as well as increasing specific skills within ELA	Academic Success class students will be identified by past grades, CAASPP scores, iREady and MDTP diagnostic data. The purpose is to target student who require support within the day so that they can access and be successful in their academic classes. The course is designed to directly support other classes and develop the necessary habits and skills for future success. DVCA will continue to monitor the need for	Not only should DVCA see improvement within regular diagnostic monitoring, but also within the baseline metrics of 2.4 and 2.5, respectfully, which indicate through analysis, that DVCA student groups in 'Red'

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and Math, targeting students who have historically struggled academically. **Scope:** LEA-wide	retaking this course, in an effort to reduce large class size the lessens the ability to provide targeted support.	and 'Orange' as indicated on schools dashboard. And that specifically, iIn ELA, our Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students all "declined significantly" by more than 45 points, placing all these students to the 'Red' indicator and requiring increasing our intentionality of support moving forward. Although DVCA's overall Math scores increased by 3%, our Hispanic and Socioeconomically Disadvantaged students "declined significantly" by 23.6 and 21.2 points respectively. This outcome positioned these two student groups within the 'Orange' indicator. Academic Success Class is one intervention to support students in these groups.
2.3	**Action:** .4 DVCA TOSA Postions **Need:** DVCA Teacher on Special Assignment (TOSA) roles are dedicated to supporting the	TOSAs support teachers in their classroom, with regards to planning and developing supports for targeted students. TOSAs support the on-boarding of the new staff and help to plan staff development that is targeted around the data driven learning outcomes. DVCA TOSA's support	DVCA's TOSA role has a direct impact on the academic learning targets as presented in metrics 2.4, and 2.5. With the onboarding of industry

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
	charter pedagogy and implementation of Project Based Learning best practices to ensure that the learning goals of students are met. **Scope:** LEA-wide	the departments and specific teachers in the acquiring of meaningful data, and help to facilitate a PLC protocols that help teacher groups determine the effect of the strategy or change idea.	teachers within DVCA's CTE program, the TOSA position has a direct impact on metric 2.7, and CTE students success accessing the learning within the program.
3.2	**Action:** .2 Head Counselor, Curriculum Alignment and Sequencing **Need:** DVCA's Head Counselor works to ensure a broad course of study that supports students in the development of academic skills. The Head Counselor leads a team of counselors and teachers to develop a strategic plan to course sequencing and standards driven expectations that support prepared graduates. **Scope:** Schoolwide	DVCA Head Counselor uses data to develop a year plan for DVCA's course catalog and eventual master schedule. Head Counselor works collaboratively with the counseling/ teacher team to ensure that all students are in the correct courses that will foster necessary foundational skills, and continue to build on the necessary academic skills so that students will reach their academic potential. In addition to developing sequencing of course work, the Head Counselor works to develop courses with teachers so that DVCA's most marginalized students have access to interesting courses that simultaneously support their academic growth in key areas, increasing unduplicated students A-G eligibility.	DVCA's Head Counselor role as a course planner and manager has a significant impact on student academic growth throughout their experience. Specifically, the role's impact on maintaining a low high school drop rate and a high graduation rate as seen in metric 3.9 and 3.10. In addition, the role of skill sequencing through course and master schedule planning has large impact on metric 3.5 along with metric 4.1 (76% of graduates in 2022-23 were A-G eligible upon graduation).
4.1	**Action:** .4 Counselor, focus on college and career **Need:** This DVHS counselor position will be dedicated to preparing students for life post-	The counselor will meet with students regularly to align scheduled courses with college and career goals, monitor individuals progress towards A-G eligibility and push into classes to work with students on college and career exploration. In addition, this .4 counselor position will work in	Measured through metric 4.1, 76% of graduates in 2022-23 were A-G eligible upon graduation and according to Data Quest, 13.6% of DVCA 2023

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
	secondary, with an emphasis on engaging students in taking steps to be successful in college and/or career. **Scope:** Schoolwide	collaboration to construct Dual Enrollment support with classified staff and the counseling team. Via the partnership with Sacramento City College, a designated Hispanic Service Institution (HIS), traditionally underserved students will be targeted for dual enrollment opportunities to address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard.	graduates completed at least one CTE pathway with a C- or better on the Pathway Capstone course. Metric 4.2 examines 2022-23 CAASPP data, where 41% of students earned “Standard Met” or “Standard Exceeded” in both Math and ELA, qualifying them for the Early Assessment Program. This action should have a positive impact on both metric 4.1 and 4.2.
4.6	**Action:** College and Career Tech .5 **Need:** DVCA staff will provide services and support for students in grades 9 through 12 to access community college dual enrollment courses. Via the partnership with Sacramento City College, a designated Hispanic Service Institution (HIS), traditionally underserved students will be targeted for dual enrollment opportunities to address the current disparities for students in the Homeless, EL, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged groups when compared to the All Student group under the College and Career Indicator and Graduation Rate in the CA School Dashboard. **Scope:**	An increasing number of students are participating in DVCA’s Dual Enrollment program, and DVHS will designate staffing through .4 College and Career Tech position to support students in being successful in their college level courses. With 66 DVHS students currently dual enrolled, and 29% of current dual enrollment students being identified as unduplicated, this action is essential to improving completion of college level coursework. This support will include providing regular check-ins, progress monitoring and help in accessing classes, which will increase student persistence and success.	Beyond giving students opportunities to earn High School and College Credit, the program provides students opportunities of college course work experience in an effort to improve long term persistence rates post-secondary, resulting in increased college and career preparedness. In additional to being measured via metrics 4.1-4.4 around college and career preparedness, this will be measured by the percentage of students who complete dual enrollment. As of Fall

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
	Schoolwide		2023, 57% of students who attempted a dual enrollment course successfully completed it with a C or better.
4.8	**Action:** .2 JH And .2 HS Life and Career Planning Counselor **Need:** .2 of DVCA counselors at both DVHS and DVJH roles will be dedicated to life and career planning for all students. Counselors work to create a year long plan and curriculum where each student is engaging in ongoing action and reflection regarding future plans and current choices. **Scope:** Schoolwide	Counselors at both DVJH and DVHS work collaboratively to ensure a vertically aligned approach to Life and Career planning throughout the charter. In addition, at each site counselors work with teaching staff to identify opportunities for alignment within curriculum. Counselors prepare presentations, network with outside agencies and foster opportunities for students to practice key skills toward Life and Career readiness. The DVHS counselor works directly with DVCA Internship coordinator and director of Dual enrollment to create opportunities for students to engage directly with exploratory career and learning opportunities. Overall, the goal of this role is to help students to develop the capacity to be successful in current practice opportunities, on the way to being successful in future life and career choices.	The intentionality within this role has direct impact on metric 1.4 and continued growth on the CCI indicator on the CA School Dashboard which has gone from 'yellow' in 2019 to 'high' in 2023, suggesting that DVCA students will continue to benefit from career-oriented learning opportunities, internships, and skills-based programs given the support of counselors with Life and Career foci.

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,540,002	285,406	4.364%	0.000%	4.364%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$354,663.46	$221,556.70	$0.00	$0.00	$576,220.16	$487,170.16	$89,050.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	.4 Counselor SEL Focus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: DVHS and DVJHDVHS and DVJH	24-27	$37,121.00	$0.00	$37,121.00				$37,121.00	
1	1.2	.2 VP	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-12	24-27	$29,209.46	$0.00	$29,209.46				$29,209.46	
1	1.3	Freshmen Experience Coordinator	All	No			Specific Schools: DVHS 9	24-27	$5,000.00	$0.00		$5,000.00			$5,000.00	
1	1.4	Restorative Practices Coordinator	All	No			All Schools	24-27	$17,366.70	$0.00		$17,366.70			$17,366.70	
2	2.1	In the Day MAth Intervention Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-10		$36,305.00	$0.00	$36,305.00				$36,305.00	
2	2.2	.4 for Academic Success Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12		$44,398.00	$0.00	$44,398.00				$44,398.00	
2	2.3	.4 DVCA TOSA Postions	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 7-12		$35,428.00	$0.00	$35,428.00				$35,428.00	
2	2.4	Homework Club Coordinator	All	No			Specific Schools: DVHS		$12,000.00	$0.00		$12,000.00			$12,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12									
2	**2.5**	DVJH Math Intervention Teacher	All	No			Specific Schools: DVJHDVJH 7-8		$5,000.00	$0.00		$5,000.00			$5,000.00	
3	**3.1**	ECHO Gradebook and Support	All	No			All Schools Specific Schools: Continued at DVHS and used at DVJH 25-26 school year	24-27	$0.00	$24,050.00	$24,050.00				$24,050.00	
3	**3.2**	.2 Head Counselor, Curriculum Alignment and Sequencing	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	24-27	$21,934.00	$0.00	$21,934.00				$21,934.00	
3	**3.3**	MTSS Coordinators (Academic and SEL Focus)	All Students with Disabilities	No			All Schools 7-12	24-27	$20,000.00	$0.00		$20,000.00			$20,000.00	
3	**3.4**	Math Boot Camp	Students with Disabilities Incoming 9th graders to IM 1.	No			All Schools Specific Schools: Transitioning students from DVJH to DVHS 9th	24-27	$8,000.00	$0.00		$8,000.00			$8,000.00	
3	**3.5**	DVCA Summer School	All Students with Disabilities Student who failed a Humanities Course	No			Specific Schools: DVHS 9-12	24-27	$15,000.00	$0.00		$15,000.00			$15,000.00	
4	**4.1**	.4 Counselor, focus on college and career	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-12	24-27	$43,456.00	$0.00	$43,456.00				$43,456.00	
4	**4.2**	CTE Teacher Professional Development	All Students with	No			Specific Schools: DVHS	24-27	$15,000.00	$15,000.00		$30,000.00			$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities				9-12									
4	**4.3**	CTE Programing	All Students with Disabilities Unduplicated	No			Specific Schools: DVHS 9-12	24-27	$20,000.00	$50,000.00		$70,000.00			$70,000.00	
4	**4.4**	.6 Internship/ Work Based Learning Coordinator	All Students with Disabilities	No			Specific Schools: DVHS 9-12	24-27	$44,208.00	$0.00	$44,208.00				$44,208.00	
4	**4.5**	Dual Enrollment	All Students with Disabilities	No			Specific Schools: DVHS 9-12	24-27								
4	**4.6**	College and Career Tech .5	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-12	24-27	$33,190.00	$0.00		$33,190.00			$33,190.00	
4	**4.7**	PowerSchool (Naviance) and California Career Zone	All Students with Disabilities	No			All Schools Specific Schools: DVJH and DVHS 7-12	24-25	$2,000.00	$0.00		$2,000.00			$2,000.00	
4	**4.8**	.2 JH And .2 HS Life and Career Planning Counselor	Students with Disabilities Foster Youth Low Income	No Yes	School wide	Foster Youth Low Income		24-27	$37,554.00	$0.00	$37,554.00				$37,554.00	
4	**4.9**	Seal Of Civic Engagement teacher stipend	All Students with Disabilities	No			Specific Schools: DVHS 9-12	24-27	$1,000.00	$0.00	$1,000.00				$1,000.00	
4	**4.10**	Certifications embedded in CTE Curriculum	All Students with Disabilities CTE Pathway Students	No			Specific Schools: DVHS 9-12	24-27	$4,000.00	$0.00		$4,000.00			$4,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,540,002	285,406	4.364%	0.000%	4.364%	$285,405.46	0.000%	4.364 %	**Total:**	$285,405.46
								LEA-wide Total:	$116,947.00
								Limited Total:	$0.00
								Schoolwide Total:	$168,458.46

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	**1.1**	.4 Counselor SEL Focus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: DVHS and DVJH	$37,121.00	
1	**1.2**	.2 VP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-12	$29,209.46	
2	**2.1**	In the Day MAth Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-10	$36,305.00	
2	**2.2**	.4 for Academic Success Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$44,398.00	
2	**2.3**	.4 DVCA TOSA Postions	Yes	LEA-wide	English Learners Low Income	All Schools 7-12	$35,428.00	
2	**2.5**	DVJH Math Intervention Teacher				Specific Schools: DVJH		
3	**3.1**	ECHO Gradebook and Support				All Schools	$24,050.00	

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	3.2	.2 Head Counselor, Curriculum Alignment and Sequencing	Yes	Schoolwide	Foster Youth Low Income	All Schools	$21,934.00	
3	3.3	MTSS Coordinators (Academic and SEL Focus)				All Schools		
4	4.1	.4 Counselor, focus on college and career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-12	$43,456.00	
4	4.6	College and Career Tech .5	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: DVHS 9-12		
4	4.8	.2 JH And .2 HS Life and Career Planning Counselor	Yes	Schoolwide	Foster Youth Low Income		$37,554.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$502,222.91	$501,808.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	.4 Counselor SEL Focus	Yes	$33,807.00	33,800
1	**1.2**	.2 VP	Yes	$29,209.46	29,900
1	**1.3**	Freshmen Experience Coordinator	No	$5,000.00	5,562
1	**1.4**	Restorative Practices Coordinator	No	$17,366.70	17,541
2	**2.1**	Double Block IM 1 Teacher	Yes	$29,609.20	29,700
2	**2.2**	.4 for Academic Success Classes	Yes	$33,371.37	33,200
2	**2.3**	.4 DVCA TOSA Postions	Yes	$35,428.00	35,000
2	**2.4**	Homework Club Coordinator	No	$12,000.00	12,000
2	**2.5**	DVJH Math Intervention Teacher	No	$5,000.00	5,000
3	**3.1**	ECHO Gradebook and Support	No	20,000.00	20,000
3	**3.2**	.2 Head Counselor, Curriculum Alignment and Sequencing	Yes	21,070.00	21,505

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	MTSS Coordinators (Academic and SEL Focus)	No	15,000.00	15,600
3	3.4	Math Boot Camp	No	15,000.00	15,000
3	3.5	DVCA Summer School	No	15,000.00	18,000
4	4.1	.4 Counselor, focus on college and career	Yes	$33,807.47	35,000
4	4.2	CTE Teacher Professional Development	No	$30,000.00	25,000
4	4.3	CTE Programing	No	$70,000.00	70,000
4	4.4	.6 Internship/ Work Based Learning Coordinator	No	$23,328.00	23,500
4	4.5	Dual Enrollment	No		
4	4.6	College and Career Tech .4	Yes	$17,418.24	17,500
4	4.7	PowerSchool (Naviance) and California Career Zone	No	$2,000.00	2,000
4	4.8	.2 JH And .2 HS Life and Career Planning Counselor	No Yes	$33,807.47	32,000
4	4.9	Seal Of Civic Engagement teacher stipend	No	$1,000.00	1,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.10**	Certifications embedded in CTE Curriculum	No	$4,000.00	4,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
232,252	$267,527.97	$267,605.00	($77.03)	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	1.1	.4 Counselor SEL Focus	Yes	$33,807.00	33,800		
1	1.2	.2 VP	Yes	$29,209.46	29,900		
2	2.1	Double Block IM 1 Teacher	Yes	$29,609.20	29,700		
2	2.2	.4 for Academic Success Classes	Yes	$33,371.37	33,200		
2	2.3	.4 DVCA TOSA Postions	Yes	$35,428.00	35,000		
3	3.2	.2 Head Counselor, Curriculum Alignment and Sequencing	Yes	$21,070.00	21,505		
4	4.1	.4 Counselor, focus on college and career	Yes	$33,807.47	35,000		
4	4.6	College and Career Tech .4	Yes	17,418	17,500		
4	4.8	.2 JH And .2 HS Life and Career Planning Counselor	Yes	$33,807.47	32,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
	232,252		0.000%	$267,605.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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