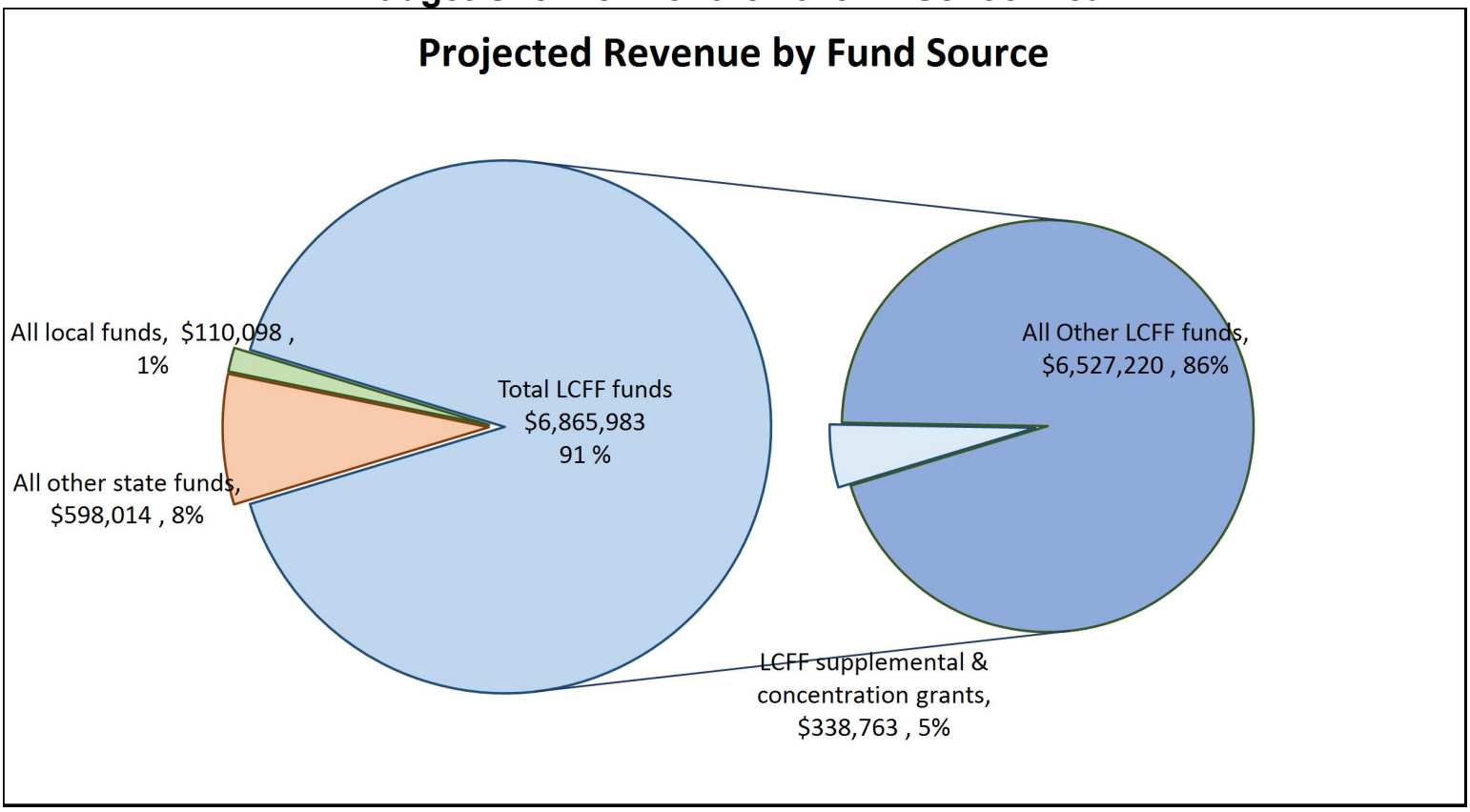
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Charter Academy
CDS Code: 57726780119578
School Year: 2026-27
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 2026-27 School Year

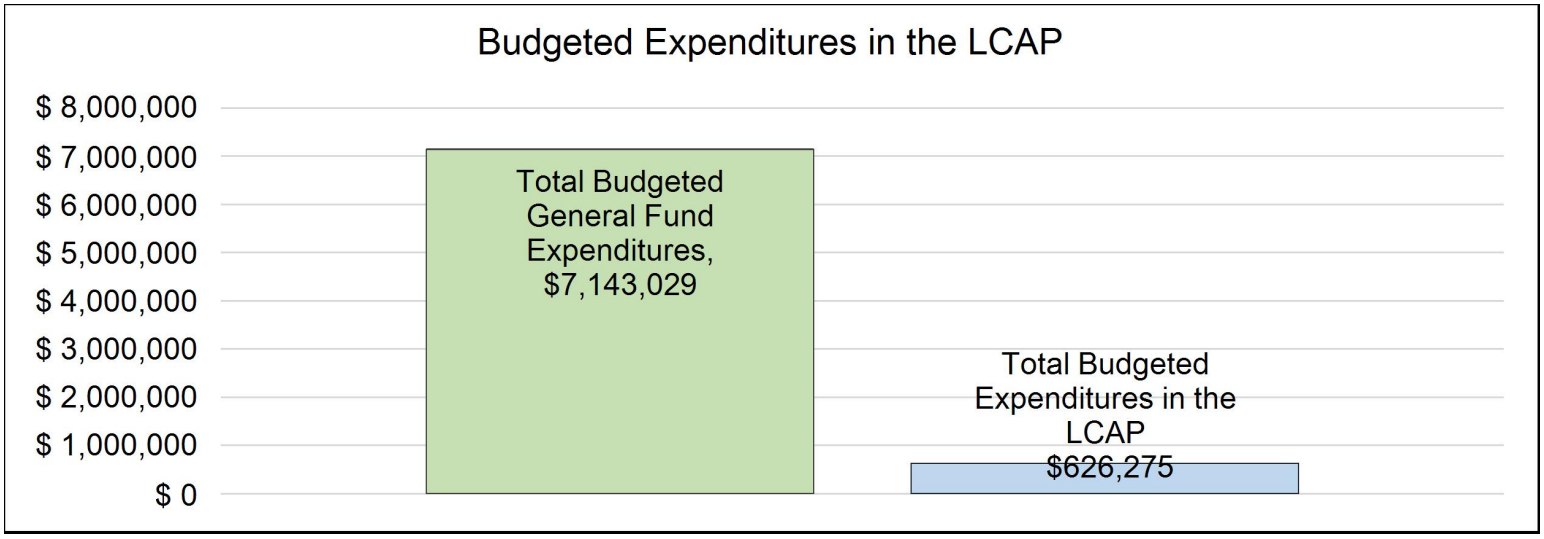



This chart shows the total general purpose revenue Da Vinci Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Charter Academy is $7,574,095, of which $6,865,983 is Local Control Funding Formula (LCFF), $598,014 is other state funds, $110,098 is local funds, and $0 is federal funds. Of the $6,865,983 in LCFF Funds, $338,763 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Da Vinci Charter Academy plans to spend $7,143,029 for the 2026-27 school year. Of that amount, $626,275 is tied to actions/services in the LCAP and $6,516,754 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

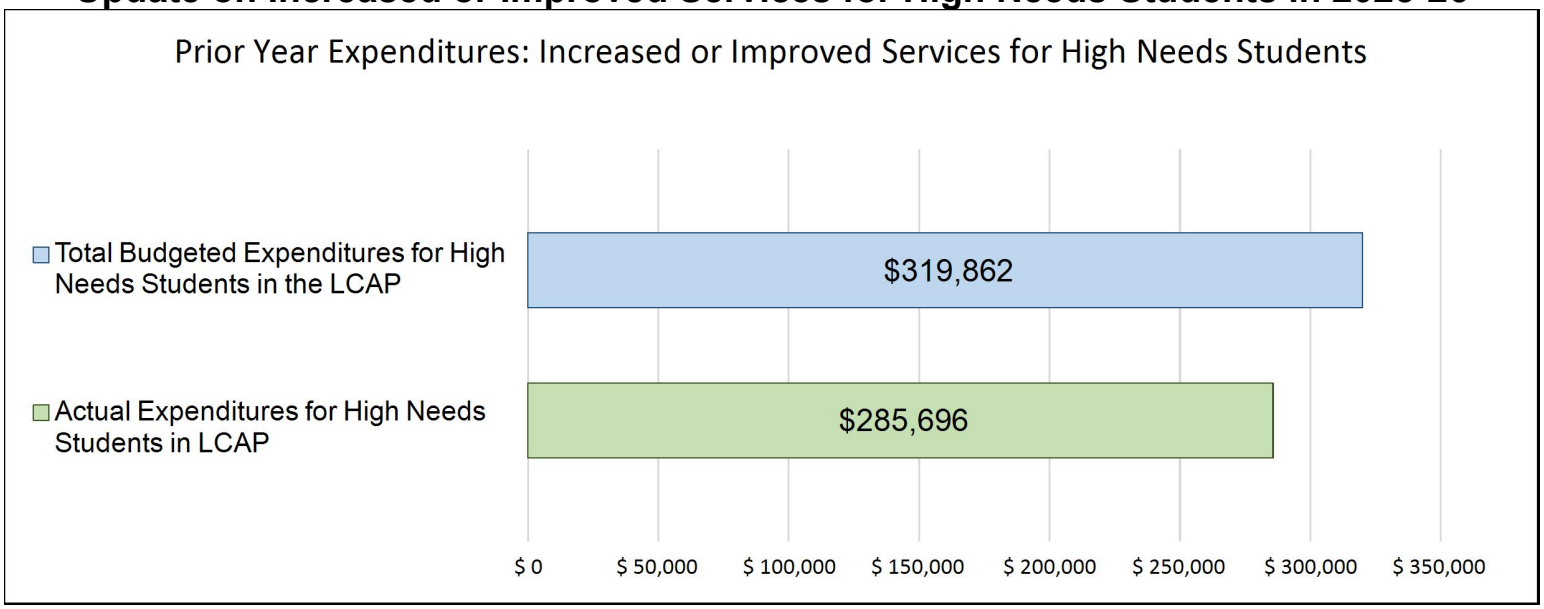
Expenditures not included in the LCAP are DVCA's general operating costs such as genearl education teachers, administrative and support staff, supplies and contracted services to support student educational programs.

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

In 2026-27, Da Vinci Charter Academy is projecting it will receive $338,763 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 $372,827 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




This chart compares what Da Vinci 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 2025-26, Da Vinci Charter Academy's LCAP budgeted $319,862 for planned actions to increase or improve services for high needs students. Da Vinci Charter Academy actually spent $285,696 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

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

# Plan Summary [2026-27]

## General Information

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

Da Vinci 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 2025-26 school year shows a total enrollment of 547 students at DVCA. Enrollment by ethnicity is as follows: White (61%), Hispanic (222%), Asian (13%), African American (3%), Filipino (1.4%), and American Indian or Alaska Native (1%). The percentage of socioeconomically disadvantaged students at DVCA is 20%.

DVCA is currently experiencing stable enrollment. Based on recent trends and the number of non-resident students, DJUSD projects upcoming 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 gradebook.

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 2025-26 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. In Spring 2024, 55 students enrolled. Fall 2024 saw 60 students enrolled in dual enrollment courses, with that number climbing to 78 in Spring/ Summer of 2025. DVCA's dual enrollment program remains a priority, with a focus on aligning it with CTE Pathways. The addition of the College and Career counselor in the fall of 2025 has increased the number of total courses offered through dual enrollment, while sustaining strong program numbers. In the Fall of 2025, 54 students completed dual enrollment courses, while currently there are 58 enrolled in dual enrollment coursework in the Spring of 2026.

# 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 increased to high-performing blue status in College and Career readiness. Previously, in the 2023-24 school year, DVCA had seen a reduction in Chronic Absenteeism, but in the 2024-25 school year, DVCA increased its chronic absenteeism rates by 4.9% to a total of 12.3% students, indicating a need for focused attention in the upcoming year.

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. In the 2025-26 school year, 72 students graduated, and 56 (78%) were A-G eligible, maintaining a consistency in DVCA's trends. 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, and pushing in to two Academic Success classes.

In analyzing local data for the 2024-25 school year, DVCA observed the following successes. In English Language Arts, students remained 58.6 points above standard, placing them in the green category for CAASPP, with an improvement of 9.3 points. Students with disabilities improved by 22.9 points in this area. Overall, 50% of the class of 2026 exceeded standard. In Math, DVCA's CAASPP scores were 18.6 points above standard.  Of the whole charter, 58.7% of students met or exceeded standards. Within that group, 37% exceeded standard.

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. During the 2025-26 school year, DVCA instituted in the day math intervention, through math teachers push-in into Academic Success classes at DVHS, while at DVJH targeted morning and afternoon intervention was created to support students in both 7th and 8th grade.  Additionally,  DVCA invested time and resources to support Math department focus and alignment with the support of an external math coach from Sacramento County Department of Education.

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. 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. During the 2025-26 school year, DVCA expanded on this work, through organizing its professional development and focus on Grade Level Experiences, that worked directly to align interdisciplinary content areas to create consistency in elevating targeted SLOs.

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. Additionally, DVCA's Youth Truth data demonstrates high levels of "Belonging and Peer Collaboration" (98th percentile), "Student Voice and Leadership" (82nd percentile), and "Inclusion" (96th percentile).

At DVCA High School, College and Career Readiness indicators on CA Dashboard increased by 8.8% 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.

DVCA is in its eighth 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. Over the last two years, DVCA has seen an overall increase in staff using the Request For Assistance form, streamlining the process of matching students with necessary supports.

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 2025, 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 third year of having Communicare Mental Health Clinicians who also began to run group support opportunities throughout DVCA. 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 2024-25 analysis, DVCA looked closely at its student groups and school areas that are in 'Red' and 'Orange' as indicated on DVCA's school dashboard.
For the 24-25 ELA CAASPP, as a whole students that met or exceeded increased by 13%. Every student group increased. Still, students with disabilities, while they increased significantly, remain below standard. In the 24-25 testing cohort, there are no student groups in "orange" or "red".

DVCA's overall Math scores maintained, by only decreasing by 1.4 points total. DVCA's students with disability decreased significantly, declining by 15+ points, placing this student group in the orange category. DVCA's Hispanic student group maintained a medium level of meeting standard, placing them in the "yellow" category. DVCA is committed to improving math scores for all student groups with ongoing progress monitoring and increasing regular data collections as to better targeted intervention.
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:
The 2024-2025 school year represented a challenging attendance rate for a variety of reasons. Overall, chronic absenteeism rates increased by 4.9% charter-wide, demonstrating areas of concern for 4 specific sub-groups. DVCA's Hispanic and socio-economically disadvantaged students saw increases of 9.1% and 10.8%, respectively, with a 17.4% rate for our Hispanic population and a total rate of 18.3% for the socio-economically disadvantaged population. DVCA's white chronic absenteeism rate also increased by 4% to a total of 11.3%. All three groups are represented in the DVCA Dashboard as "orange". More alarming is the Student with Disabilities student group, who increased by 22.6% to a total chronic absenteeism rate of 29.4%, placing the student group in the "red" category. This trend required a deep investigation

and realignment to supportive, process-based interventions that was begun in the Fall of 2025 following the release of dashboard information.

The 2024-25 Chronic Absentism data swing contrasts sharply with the trends of the previous two years. As in 2023-24 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 continued to decrease overall by 1.5%, to a total rate of 2.8% students being suspended for at least one school day. Unfortunately, DAVCA's socio-economically disadvantaged students suspension rate increased by 0.4%, placing them in the "Orange" category. DVCA's Hispanic population maintained a 4.8 suspension rate, placing them in the "yellow" indicator level.

DVCA, with the support of DJUSD, continues to strengthen its systems of Multi-Tiered Systems of Support (MTSS) charter-wide. Current work includes the refining 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. This initiative drove the charter-wide focus on Grade-level goals over the course of the 25-26 school year, and is an ongoing endeavor. The goal is to provide students with a positive, consistent experience that addresses both their academic and social-emotional needs at each grade level.

Overall, DVCA's perception data has shown a positive trend for the 2025-26 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. On the Youth Truth survey, 9th graders reported a sense of belonging and peer collaboration aligned with that of other grade levels. However, in the 2025-26 school year 49% of 9th graders responded positively to the statement, "I take pride in my school work", 40% self-reported that they are able to motivate themselves to do their school work, and 41% responded in the positive that "What I learn out side of class helps me outside of the class." These indicators represent an important moment within the DVCA program around creation of a strong climate as the 9th grade cohort is the transition point between the JH and HS experiences; which gives insight into the effectiveness of alignment.

In the 2025-26 school year, DVCA saw an improvement in ninth graders reporting strong relationships with teachers and staff. 47 percent of ninth graders report having an adult on campus they can talk to when upset or facing problems. However, only 26% 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. Twenty-nine percent of the freshmen class is struggling to pass core academic classes, with an F in Math, English or both at the conclusion of Semster 1 in the 25-26 school year. Comparatively, the 10th grade percentage was 33%, the 11th grade was 22% and the 12th grade had only 7% 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 this 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. In the 2024-25 school year, 20% of the freshman class left DVCA by the end of the school year. This trend is moving in the right direction, with a decrease from 22% of the 9th-grade cohort leaving DVCA at the conclusion of the 2023-24 school year and 30% moving out of Da Vinci in the 2022-23 school year. In the past, many additional students expressed a desire to leave DVCA, but were unable to do so due to not being granted an Interdistrict Transfer (IDT). While there has been some improvement in 9th grade retention, 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. As of March 2026 109 screeners had been completed. Each of these screeners represents a crucial intervention for the students involved. Additionally, 14% of DVCA students reported in the 2025-26 Youth Truth survey that they have seriously

considered attempting suicide, a 2% increase from the previous year. 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 2024-2025 school year, 9 students completed the Arts, Media, and Entertainment (AME) pathway, while 11 students completed the Software and Systems Development (SSD) pathway, 1 student completed the Transportation pathway at Davis Senior High School and 2 students completed an Agriculture and Natural Resources (ANR) pathway at Davis Senior High School. In the AME pathway, 56% of completers were special education students, unduplicated students, and/or students of color. In the SSD pathway, 55% of completers were special education students, unduplicated students, and/or students of color, representing a 1% increase from 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 2025, 26 certification tests were administered, achieving a passage rate of 50%.

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 2025-26 school year, 54 students enrolled and completed dual enrollment courses. Fifty-eight students enrolled in dual enrollment courses in the spring of 2026. This number remains relatively consistent with previous years. In the spring of 2025, 48 students were enrolled, with 30 in the summer of 2025.

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 82.4% of students prepared for postsecondary success, marking a 8.8% increase from the previous year. In the 2025-26 school year, students completed 51 internships and 85 Bayha Pre-Apprenticeships.  This is an increase from the previous year, during which  47 students successfully completed internship requirements and 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. DVCA seeks feedback from DTA and CSEA representatives regularly and in the Spring of 2026 presented an overview of the LCAP process, seeking feedback, and collecting 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 April 2026. 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. |
| 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 Board continued to provide feedback grading current goals as it relates to DVCA dashboard data in the February of 2026, specifically |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 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 2026 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 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:25-26 DELAC: 9/30/25, 11/18/25, 2/9/26, 3/10/26, 5/12/26<br><br>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 5/12/26. |
| 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:<br>Student Voice Team (two days)<br>Core Planning Team (eight days)<br>Instructional Focus Team (six days)<br>Community Forum (two meetings)<br>Board Review (two meetings)<br>Alignment Team (three days)<br>Principals, Administration, and Cabinet (six meetings)<br>Campus and Department Review of Draft (one week window) |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | 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 2025-26 school year were held: 10/8,11/12,12/10, 1/14,2/11, 3/11, 4/8, and 5/13. 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 2025-26. Specifically, the Parent English Learner Advisory (25-26 DELAC) met on 9/30/25, 11/18/25, 2/9/26, 3/10/26 and 5/12/26. 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 20225-26 school year DVCA advisory board meet:
September 10th
October 8th
November 12th
December 10th
February 11th

March 11th
April 8th
May 13th
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 2025-26 Youth Truth School Climate and Culture Data. Additionally, grade-level teams created surveys and conducted listening sessions throughout the 2025-26. 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 "Good" for all sites per Capital | Maintained Average FIT score of "Exemplary" for all sites per Capital Operations Department | working with M&O to address issues. |
| 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.<br>7.8% in 2023 (Red) | Suspension Rate declined by 1.5% and stayed in Green.<br>7.8% in 2023 (Red)<br>4.2% in 2024 (Green) | Suspension rate drops by 5% to '2.8%' | Surpassed target |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 4.2% in 2024 (Green) | 2.8% in 2025 (Green) | | |
| 1.3 | Pupil expulsion rate | 0% expulsion rate for 2022-2023. | 0% expulsion rate for 2023-2024 | 0% expulsion rate for 2024-25 | Maintained at 0% | On Target |
| 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% | Engagement- High: 77th % Middle:78th % Culture- High: 79th % Middle: 93rd% Relationships- High: 80th% Middle: 93rd % | Increase of percentages across all data points by 3%. | Percentiles comparisons have decreased in some areas, aver scores are steady or improving. |
| 1.5 | Attendance rates (SIS) | AS of December 2023 93% | As of December 2024 DVCA attendance rate is 95.56% | As of December 2025 DVCA attendance rate is % 95.02 | Increase of attendance rate by 3% to 96% | 1% from target of 96%- in alignment with district average |
| 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% | Per the 2024-25 CDE Dashboard, a "Red" performance level with 12.3% of DVCA students chronically absent, an increase of 4.9% | Decrease of chronic absenteeism rate by 3% to '10.9%' | Increased significantly in 24-25, off target by 1.4%. |

# Goal Analysis [2025-26]

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

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

Much remains true for this school year as 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 2025-26 school year, with a focus on aligning personnel actions with desired student

outcomes. We continue to see a small decrease in student suspension rates, and an expansion of the restorative practices at both the HS and JH. The addition of programmatic peer mediation to increase student buy-in and leadership. The 2024-25 school year represented a challenge within student health and mental wellness as indicated by our substantial increase in chronic absenteeism. With that said, it is the personnel that are embedded as a key action within our LCAP that have developed a plan and alignment strategy to supports increase in student attendance during the 2025-26 school year.

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

DVCA aligns with expenditures related to Goal 1. Any misalignment stems from the addition of new personnel and their placement on the salary schedule. Due to the shift in personnel, DVCA did not move forward with $5000.00 budgetary allotment for the Freshman Experience Coordinator. Instead, DVCA embedded this essential work with in the entity of the freshmen team during Grade-Level work.

The Freshman Experience Coordinator has evolved to emphasize collaboration of all freshman teachers, supported by professional development structures, and use of extra duty timesheets. 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 made some 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 in climate, shown through the continued reduction of the school suspension rates by 0.4%

However, attendance posed a challenge. While the overall attendance rate has increased slightly from 92.7% in 2024-15 to 93.1% (as of March, 2026) the chronic absenteeism rate increased by 4.9%.

The actions outlined in the LCAP to support DVCA's Goal 1 effectively help all students connect to the DVCA environment, but targeted interventions are needed for students who are chronically absent.

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, but clearly focus on the chronic absenteeism rate. There is a recognized need to use data more regularly to assess student needs and the barriers that impact students from attending school.

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 some 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, especially when supporting the decrease of chronic absenteeism. Additionally, DVCA has significant concerns around student mental health at the Tier 2 and 3 levels. This is increasingly becoming a concern with the barriers of access to mental health support in place due to the shifts within our partners at Comunicare. As such, DVCA is analysis its ability to hire a full time Social Worker with the primary object to support families and students struggling with chronic absenteeism; while also able to provide therapeutic support for students in need (*especially those who no longer have access to Comunicare as an option) .

**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.<br><br>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.<br><br>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… | $37,121.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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.<br><br>The focus of this position will be ongoing throughout the year on the DVHS site.<br><br>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 |
| **1.3** | School Social Worker | As a member of the Wellness Team, the 1.0 DVCA Social Worker will serve the whole charter. Creating and maintaining support for students who require mental health intervention.<br><br>In partnership with the CST team, the School Social Work will support students directly through individual and group case management. As well as being a resource for the families to access and get connected to supportive resources. In addition, the School Social Worker will target students that are Chronically Absent that are impacted by mental health needs, as a way to support positive school attendance.<br><br>The DVCA Social Worker will directly impact the baseline metrics of 1.4, 1.5, and 1.6. DVCA's chronic absenteeism rate is 12.3% wih Students | $80,000.00 | No<br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | with Disablities represnting 29.4% chronic absenteeism within this specific group. | | |
| **1.4** | Restorative Practices Coordinator | The Restorative Practices coordinator is responsible for facilitating restorative conferences both at DVJH and DVHS.<br><br>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.<br><br>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. | $17,366.70 | No |

# 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) | Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5) | On target |
| 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 | ELD standards embedded in ELA and other content standards | On Target |

| 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. | 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. | Maintain 100% compliance with Williams Act requirements. | On Target |
| 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. | Per the CDE Dashboard in 2024-2025, a "Green" performance rating with students scoring 56.8 points above the standard. An increase of 9.3 | DVCA reflects student scoring 15 points above ELA standard on CAASPP. Growth is indicated by 'Green or Blue' | Exceeding goal, and staying steady over two years |
| 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. | Per the CDE Dashboard in 2024-2025, a "Green" performance rating with students scoring 18.6 points above the standard. | DVCA reflects students scoring at or above standard on Math CASPP assessment. Growth is indicated by 'Green or Blue' | Exceeding goal, limited growth in year two as compared to year one |
| 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. | In 2024-25, 19 seniors earned the Seal of Biliteracy. This accounts for 26%% of the Class of 2025. | Increase of graduates earning State Seal of Bi-Literacy by 5% of graduating class to 33% | Growing toward goal, still 7% below goal. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 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<br>87 total –31 took courses<br>16 total unduplicated—7 took courses<br>8 total SPED—7 took courses<br>*12th-grade students who took a CTE course during their senior year<br><br>22-23 10th Grade World Language: 59% all students, 87.5% unduplicated, 48% special education<br><br>12th grade core (ELA)100% all students, 100% | | 24-25 Broad Course of Study:<br><br>Total Enrollment of DVCA: 562<br><br>Course Enrollment:<br>English- 562 (100%)<br>Social Science-562 (!00%<br>Math-527 (93%)<br>Science-485 (86%)<br>PE-389 (69%)<br>CTE-280 (49%)<br>WL-189 (33%)<br>VAPA- 276 (49%) | Sustained completion of core coursework. An increase of CTE 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. | On track toward goal. Currently 78% of graduates at A-G eligible. |
| 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 | "Standard Met" on parental participation local indicator assessment | On target |
| 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 | "Standard Met" on parental participation local indicator assessment | On Target |

# Goal Analysis [2025-26]

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

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

In the 25-26 school year, DVCA continued its work around strengthening the role of the TOSA to include peer coaching support and onboarding of new staff. TOSAs played a key role in the planning of professional development and supporting grade-level teams. Homework club coordinator roles shifted between staff members in 25-26. However, consistency remained in supporting students' academics and coordinating with UCD tutors to create an intervention beyond the school day for math and writing. Participation seemed to increase and remained consistently increased throughout the whole year. The DVJH math intervention teacher stayed consistent, but the structure shifted in an effort to increase results. The structure featured in the day intervention during Academic Success classes, and an outside-the-day intervention, targeting students in need of remediation in CC2 and CC3. Lastly, DVCA shifted away from a double block at the high school and instead had math teachers push into Academic Success classes, targeting students who struggled in IM1.

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 aligned to its budgetary expenditures as outlined through the actions of Goal 2. DVCA continued to exceed its targeted allotment for its Academic Success Classes. As student need drove a total of 6 ASC sections throughout the charter. This increase represents a doubling of this in day support and invention from the 2024-25 school year; and direct cost of roughly $40,000.00.

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

DVCA's choice to provide push-in support via math teachers in Academic Success classes have impact on student math grades, as shown through 17% of students currently have a D/F in math as compared to a school average of 25% of students who had a D/F in math last year.

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, and also identifies students in need of target support. In using the MDTP to identify students and topics, DVJH successfully offered small-group math remediation to both CC2 and CC3 students. This intervention, in partnership with routine math support, resulted in an improvement of MDTP scores across all math classes. Students who attended outside the day math support largely saw strong increases on the MDTP mid-year assessment.

The increased number of Academic Success classes, paired with more targeted support (specifically in math) within these classes, supported students who were struggling in math to gasin the extra support required to help them do better in the class.

The Homework Club coordinator's scheduling of UCD tutors to ensure that students can access necessary support has led to an increase in Homework Club attendance, linking increased participation to the success of this action.

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.

Despite the recent shift toward increasing teacher push-in support for math intervention, DVCA will maintain all fully implemented actions exactly as outlined in the LCAP for the 2026–2027 school year. While the push-in model is actively in place, we will only consider our intervention strategies to be at 'full implementation' once DVCA demonstrates a systemic, highly responsive approach to addressing students' math needs. Achieving this milestone requires refining our capacity for data-driven decision-making and delivering precisely targeted academic support.

**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 (No longer for 26-27) | Replacing with DVCA Social Worker in the previous goal | | |
| **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.<br><br>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.<br><br>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, | $44,398.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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** | .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.<br><br>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.<br><br>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. | $46,788.00 | 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.<br><br>Homework Club coordinator works with Math and ELA teachers to create lessons that support the filling of opportunity gaps as discovered through | $12,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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 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.<br><br>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.<br><br>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 96% compliance with teacher credentialing. | Maintain 100% compliance with teacher credentialing. | below expectation by 4% |
| 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) | No Performance Level due to data privacy (less than 11 students) | Currently no target due to data privacy as a result of low population. | NA |
| 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 | By December 2025 of 20 25/26 school year, DVCA | Maintain Advisory Board regularity and participation. | On Target |

| 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. | Advisory Board as met 4 out of the schedule 8 times thus far for the school year. | | |
| 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. | 8 scheduled Superintendent's Advisory Committee of Special Education (SACSE) meetings to be held in 25-26. DVCA has parent representation on this committee | Maintain participation of DVCA in Superintendents Advisory Committees. | ON Target |
| 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. | In 2025, 79 students took a total of 107 advanced placement exams. 89% 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. | Passage rate continues to improve, less students taking AP, given shift in course work after baseline. |
| 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). | No Performance Level due to data privacy (less than 11 students). | Currently no target due to data privacy as a result of low population. | NA |
| 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 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. | NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 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). | No Performance Level due to data privacy (less than 11 students). | Currently no target due to data privacy as a result of low population. | NA |
| 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. | No know drop outs from the graduating class of 2025 cohort. | Decrease number of students who drop out to "0" | Continues to stay at 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. | Per CDE Dashboard for 2024-25, 98.6% of DVCA students graduated | In crease graduation rate to 100% | Continues to stay steady at 98.6% |
| 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:<br>67.18% met or exceeded standard in ELA<br>57.34% met or exceeded in Math | According to the CAASPP data website, the class of 2026 in 11th grade:<br>81.01% met or exceeded standard in ELA<br>55.69% met or exceeded in Math | | Continued growth in ELA and Math staying steady after previous years growth |

# Goal Analysis [2025-26]

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

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

All Goal 3 actions are fully implemented. Students benefit from established initiatives that promote high levels of engagement and support continuous growth. Using the ECHO gradebook, students set goals and collaborate with teachers to foster targeted development across all of

DVCA's learning outcomes. In conjunction with the DVCA portfolio system, students use teacher feedback to reflect on their assignments as evidence of academic progress and to establish new goals.

The DVCA Head Counselor has developed newly board-approved courses, expanding opportunities for student engagement. Furthermore, by carefully organizing and analyzing the class registration process, the Head Counselor ensures that essential coursework is accessible within the Master Schedules at both DVHS and DVJH. This effort balances engaging opportunities with targeted support for students needing to strengthen their academic skills, all while maintaining a course sequence that provides a wide variety of post-secondary options.

MTSS coordinators continue to develop positive Social-Emotional Learning (SEL) and academic support systems, focusing on creating clarity through a Tier One expectation matrix. Additionally, the Tier Two referral system, utilized via a Request for Assistance (RFA), is being used with greater frequency. This increased utilization supports the CST team in effectively triaging and connecting students to necessary resources.

Math Bootcamp was fully implemented prior to the 2024–2025 school year and recently completed its second consecutive run for the 2025–2026 school year with increased student participation. During this program, students transitioning into DVHS attend a week-long math workshop focused on developing targeted skills and building relationships with their future math teachers.

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.

As we plan for the upcoming school year, all personnel-related actions remain consistently aligned with our budgeted amounts and projected expenditures, ensuring staffing stability. While high-impact program-based actions, specifically Math Boot Camp and DVCA Summer School, have operated over budget in areas of supplies and additional staffing, these variances reflect high student demand rather than a structural deficit. Most importantly, these overages will not negatively impact the quality or availability of services provided next year. Instead, they represent a vital investment in academic recovery. We aim to replicate our previous benchmark of success moving forward: historically, 100% of students who committed to summer school and met attendance goals successfully completed the program. By maintaining this standard in the coming year, we will ensure our students continue to earn passing replacement grades, stay on track for graduation, and successfully meet A-G university eligibility expectations.

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

The ECHO gradebook continues to be 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 continues to effectively analyze 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, 77% students in the class of 2026 are on track toward A-G eligibility and graduation. Furthermore, unduplicated students represented 21% of the Fall of 2025 cohort who

completed dual enrollment coursework through DVCA programing and unduplicated students represented 55% of CTE completers in AME, 56% of students in SSD Pathway in the Spring of 2025.

MTSS Coordinators have continued to develop Tier One expectations within DVCA. Additionally, a system allowing school staff to refer students with concerns has grown, as 49 RFAs have been submitted, which were then brought to the CST Team at each site, who paired these students with targeted and shared interventions.

Math Boot Camp welcomes 44 incoming 9th graders to the DVHS campus, representing 41% 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 31 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.

While our core initiatives will remain intact without modification, our next vital step is to pinpoint actionable, early-indicator metrics rather than relying solely on end-of-year data. Capturing this information in real time is critical, as it empowers our staff to make immediate, mid-course corrections that boost both academic progress and student involvement. By prioritizing high-quality data analysis, we can detect performance and behavioral trends early on. This shifts our educational model from reactive to highly proactive, equipping teachers to quickly address hurdles and leverage new opportunities. Ultimately, this cycle of constant observation and refinement guarantees that our instructional strategies evolve to meet the exact needs of every learner.

**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 LMS of Canvas allows for targeted differentiated support of DVCA schoolwide learning outcomes.<br><br>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 | $24,050.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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.<br><br>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.<br><br>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). | $21,934.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **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.<br><br>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.<br><br>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 |
| **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.”<br><br>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 | $8,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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. | | |
| **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 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. | $15,000.00 | No |

# 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 | Class of 2025, 79% of the class met the UC/CSU requirements.<br><br>33% of the 2025 graduating class was a CTE completer. | Increase of A-G rate by 5% to 81%. Increase to CTE completion by 5% to 18.6% | 2% short of A-G goal.<br><br>Exceeding CTE completer goal by 14.4% |

| 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:<br>67.18% met or exceeded standard in ELA<br>57.34% met or exceeded in Math | According to the CAASPP data website, the class of 2026 in 11th grade (2024-25):<br>81.01% met or exceeded standard in ELA<br>55.69% met or exceeded in Math | Increase by 5% of students who earned "Standard Met" or "Standard Exceeded" to 46% in both Math and ELA. | Exceeding goal |
| 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. | According to Dataquest, from the class of 2025, 33 % of students completed a CTE pathway. | 5% increase of CTE completer rate. to 18.6% | Exceeding goal by 14.4% |
| 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 | in the class of 2025 78% of CTE completer were also A-G eligible | Increase of 5% of students who met both CTE completion and A-G to 16.4% | Exceeding goal |

# Goal Analysis [2025-26]

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

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

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. DVCA continuers to use 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 via the addition of College and Career counselor that supports enrollment and necessary inventions for student access to dual enrollment curriculums. College and Career team meets with students weekly to assess needs and communicate with families when necessary. Furthermore, the College and Career team manages after-school support sessions weekly 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 programming overspending occurs because some expenses are carried over from 2024-25 to 2025-26 to align with the grant funding schedule, aimed at improving facilities and equipment. This past year the equipment and facility expenditures focused on startup costs for the Audio Production Pathway as part of the AME program.

DVCA has spent down all budget for both CEITG Rnd 9 and K12 Rnd 6, which was on schedule for December of 2025 and June of 2026, respectively.

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. Actions taken around Goal 4 have increased systems of student support within Dual Enrollment and CTE Pathways, increasing overall participation and completion rates.

DVCA continued to work on 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. Through the use of 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 continues to establish college and career planning initiatives by strengthening its use of California College Guidance Initiative (CCGI) as the primary curriculum. This reflects a commitment to providing students with increased connections to California public postsecondary institutions. Moreover, DVCA continues to strengthen its expectations and supports for work-based learning experiences by adding job readiness coursework in the spring semester, which will further prepare students for summer employment as well as future employment opportunities. We on goingly recognize the importance of creating opportunities where students have the ability to practice Da Vinci's School Wide Learning Outcomes in the context of work, and postsecondary applications.

**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.<br><br>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.<br><br>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 professional development, pathway specific training, project development preparation time and collaboration time with other teachers.<br><br>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, | $30,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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.<br><br>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 |
| **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 | $44,208.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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. | | |
| **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 |
| **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. | $33,190.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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. | | |
| **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.<br><br>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.<br><br>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 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. | $2,000.00 | No |
| **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. | $37,554.00 | No<br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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. | | |
| **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 Constitution, the California Constitution, and the democratic system of government, rendering them increasingly prepared for life post-secondary.<br><br>In addition to monitoring student progress, this teacher will create extended time curriculum to support students in their understanding of Civics.<br><br>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 | $1,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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%. 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. | $4,000.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $338,763 | $ |

**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 |
|---|---|---|---|
| 4.934% | 0.000% | $0.00 | 4.934% |

**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:**<br>.4 Counselor SEL Focus<br><br>**Need:**<br>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:**<br>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:**<br>.2 VP<br><br>**Need:**<br>.2 Vice Principal is dedicated to supporting students whose social emotional needs are leading to behaviors that do not align to learning.<br><br>**Scope:**<br>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.<br><br>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:**<br>School Social Worker<br><br>**Need:**<br>As a member of the Wellness Team, the 1.0 DVCA Social Worker will serve the whole charter. Creating and maintaining support for students who require mental health intervention.<br><br>**Scope:**<br>LEA-wide | In partnership with the CST team, the School Social Work will support students directly through individual and group case management. As well as being a resource for the families to access and get connected to supportive resources. In addition, the School Social Worker will target students that are Chronically Absent that are impacted by mental health needs, as a way to support positive school attendance. | The DVCA Social Worker will directly impact the baseline metrics of 1.4, 1.5, and 1.6. DVCA's chronic absenteeism rate is 12.3% wih Students with Disablities represnting 29.4% chronic absenteeism within this specific group. |
| **2.2** | **Action:**<br>.4 for Academic Success Classes | Academic Success class students will be identified by past grades, CAASPP scores, iREady and | Not only should DVCA see improvement within |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>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.<br><br>**Scope:**<br>LEA-wide | 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. | 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, 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 |

| 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 |
|---|---|---|---|
| | | | support students in these groups. |
| **2.3** | **Action:**<br>.4 DVCA TOSA Postions<br><br>**Need:**<br>DVCA Teacher on Special Assignment (TOSA) roles are dedicated to supporting the charter pedagogy and implementation of Project Based Learning best practices to ensure that the learning goals of students are met.<br><br>**Scope:**<br>LEA-wide | 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. |
| **3.2** | **Action:**<br>.2 Head Counselor, Curriculum Alignment and Sequencing<br><br>**Need:**<br>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.<br><br>**Scope:**<br>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 |

| 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 |
|---|---|---|---|
| | | | were A-G eligible upon graduation). |
| **4.1** | **Action:**<br>.4 Counselor, focus on college and career<br><br>**Need:**<br>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.<br><br>**Scope:**<br>Schoolwide | 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. |
| **4.6** | **Action:**<br>College and Career Tech .5<br><br>**Need:**<br>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 | 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 | 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 |

| 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 |
|---|---|---|---|
| | 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.<br><br>**Scope:**<br>Schoolwide | classes, which will increase student persistence and success. | 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. |
| **4.8** | **Action:**<br>.2 JH And .2 HS Life and Career Planning Counselor<br><br>**Need:**<br>.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.<br><br>**Scope:**<br>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 | | |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 6,865,983 | 338,763 | 4.934% | 0.000% | 4.934% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $409,718.46 | $216,556.70 | $0.00 | $0.00 | $626,275.16 | $537,225.16 | $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<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>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<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: DVHS 9-12 | 24-27 | $29,209.46 | $0.00 | $29,209.46 | | | | $29,209.46 | |
| 1 | 1.3 | School Social Worker | All<br>Students with Disabilities | No<br>Yes | LEA-wide | | Specific Schools: DVHS and DVJH 7-12 | 26-27 | $80,000.00 | $0.00 | $80,000.00 | | | | $80,000.00 | |
| 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 (No longer for 26-27) | English Learners<br>Foster Youth<br>Low Income | | | English Learners<br>Foster Youth<br>Low Income | Specific Schools: DVHS 9-10 | | | | | | | | | |
| 2 | 2.2 | .4 for Academic Success Classes | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>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<br>Low Income | Yes | LEA-wide | English Learners<br>Low Income | All Schools 7-12 | | $46,788.00 | $0.00 | $46,788.00 | | | | $46,788.00 | |
| 2 | 2.4 | Homework Club Coordinator | All | No | | | Specific Schools: DVHS 9-12 | | $12,000.00 | $0.00 | | $12,000.00 | | | $12,000.00 | |
| 2 | 2.5 | DVJH Math Intervention Teacher | All | No | | | Specific Schools: DVJHDVJ | | $5,000.00 | $0.00 | | $5,000.00 | | | $5,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | H<br>7-8 | | | | | | | | | |
| 3 | 3.1 | ECHO Gradebook and Support | All | No | | | All Schools<br><br>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<br>Low Income | Yes | Schoolwide | Foster Youth<br>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<br>Students with Disabilities | No | | | All Schools<br><br>7-12 | 24-27 | $20,000.00 | $0.00 | | $20,000.00 | | | $20,000.00 | |
| 3 | 3.4 | Math Boot Camp | Students with Disabilities<br>Incoming 9th graders to IM 1. | No | | | All Schools<br>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<br>Students with Disabilities<br>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<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>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<br>Students with Disabilities | No | | | Specific Schools: DVHS 9-12 | 24-27 | $15,000.00 | $15,000.00 | | $30,000.00 | | | $30,000.00 | |
| 4 | 4.3 | CTE Programing | All<br>Students with Disabilities<br>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<br>Students with Disabilities | No | | | Specific Schools: DVHS 9-12 | 24-27 | $44,208.00 | $0.00 | $44,208.00 | | | | $44,208.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 4.5 | Dual Enrollment | All<br>Students with Disabilities | No | | | Specific Schools: DVHS 9-12 | 24-27 | | | | | | | | |
| 4 | 4.6 | College and Career Tech .5 | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>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<br>Students with Disabilities | No | | | All Schools<br>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<br>Foster Youth<br>Low Income | No<br><br>Yes | Schoolwide | Foster Youth<br>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<br>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<br>Students with Disabilities<br>CTE Pathway Students | No | | | Specific Schools: DVHS 9-12 | 24-27 | $4,000.00 | $0.00 | | $4,000.00 | | | $4,000.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 6,865,983 | 338,763 | 4.934% | 0.000% | 4.934% | $340,460.46 | 0.000% | 4.959 % | **Total:** | $340,460.46 |
| | | | | | | | | **LEA-wide Total:** | $208,307.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $132,153.46 |

| 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<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: DVHS and DVJH | $37,121.00 | |
| **1** | **1.2** | .2 VP | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: DVHS<br>9-12 | $29,209.46 | |
| **1** | **1.3** | School Social Worker | Yes | LEA-wide | | | $80,000.00 | |
| **2** | **2.1** | In the Day MAth Intervention Teacher (No longer for 26-27) | | | English Learners<br>Foster Youth<br>Low Income | Specific Schools: DVHS<br>9-10 | | |
| **2** | **2.2** | .4 for Academic Success Classes | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>7-12 | $44,398.00 | |
| **2** | **2.3** | .4 DVCA TOSA Postions | Yes | LEA-wide | English Learners<br>Low Income | All Schools<br>7-12 | $46,788.00 | |
| **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<br>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<br>Foster Youth<br>Low Income | Specific Schools: DVHS<br>9-12 | $43,456.00 | |
| 4 | 4.6 | College and Career Tech .5 | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: DVHS<br>9-12 | | |
| 4 | 4.8 | .2 JH And .2 HS Life and Career Planning Counselor | Yes | Schoolwide | Foster Youth<br>Low Income | | $37,554.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $576,219.70 | $545,502.00 |

| 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 | $37,121.00 | 37,121 |
| **1** | **1.2** | .2 VP | Yes | $29,209 | 29,209 |
| **1** | **1.3** | Freshmen Experience Coordinator | No | $5,000.00 | 0 |
| **1** | **1.4** | Restorative Practices Coordinator | No | $17,366.70 | 17,367 |
| **2** | **2.1** | In the Day MAth Intervention Teacher | Yes | 36,305 | 36,305 |
| **2** | **2.2** | .4 for Academic Success Classes | Yes | $44,398.00 | 44,398 |
| **2** | **2.3** | .4 DVCA TOSA Postions | Yes | $35,428.00 | 35,428 |
| **2** | **2.4** | Home Work Club Coordinator | No | $12,000.00 | 8,000 |
| **2** | **2.5** | DVJH Math Intervention Teacher | No | $5,000.00 | 3,772 |
| **3** | **3.1** | ECHO Gradebook and Support | No | $24,050.00 | 0 |
| **3** | **3.2** | .2 Head Counselor, Curriculum Alignment and Sequencing | Yes | $21,934.00 | 20,000 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.3 | MTSS Coordinators (Academic and SEL Focus) | No | $20,000.00 | 20,000 |
| 3 | 3.4 | Math Boot Camp | No | $8,000.00 | 6,000 |
| 3 | 3.5 | DVCA Summer School | No | $15,000.00 | 23,139 |
| 4 | 4.1 | .4 Counselor, focus on college and career | Yes | $43,456.00 | 43,456 |
| 4 | 4.2 | CTE Teacher Professional Development | No | $30,000.00 | 29,683 |
| 4 | 4.3 | CTE Programing | No | $70,000.00 | 70,000 |
| 4 | 4.4 | .6 Internship/ Work Based Learning Coordinator | No | $44,208.00 | 44,208 |
| 4 | 4.5 | Dual Enrollment | No | | |
| 4 | 4.6 | College and Career Tech .5 | Yes | $33,190.00 | 33,190 |
| 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<br>Yes | $37,554.00 | 37,554 |
| 4 | 4.9 | Seal Of Civic Engagement teacher stipend | No | $1,000.00 | 672 |

| 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 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 278,215 | $285,405.46 | $285,696.00 | ($290.54) | 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 | $37,121.00 | 37,121 | | |
| 1 | 1.2 | .2 VP | Yes | $29,209.46 | 29,500 | | |
| 2 | 2.1 | In the Day MAth Intervention Teacher | Yes | $36,305.00 | 36,305 | | |
| 2 | 2.2 | .4 for Academic Success Classes | Yes | $44,398.00 | 44,398 | | |
| 2 | 2.3 | .4 DVCA TOSA Postions | Yes | $35,428.00 | 35,428 | | |
| 3 | 3.2 | .2 Head Counselor, Curriculum Alignment and Sequencing | Yes | $21,934.00 | 21,934 | | |
| 4 | 4.1 | .4 Counselor, focus on college and career | Yes | $43,456.00 | 43,456 | | |
| 4 | 4.6 | College and Career Tech .5 | Yes | | | | |
| 4 | 4.8 | .2 JH And .2 HS Life and Career Planning Counselor | Yes | $37,554.00 | 37,554 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| | 278,215 | | 0.000% | $285,696.00 | 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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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