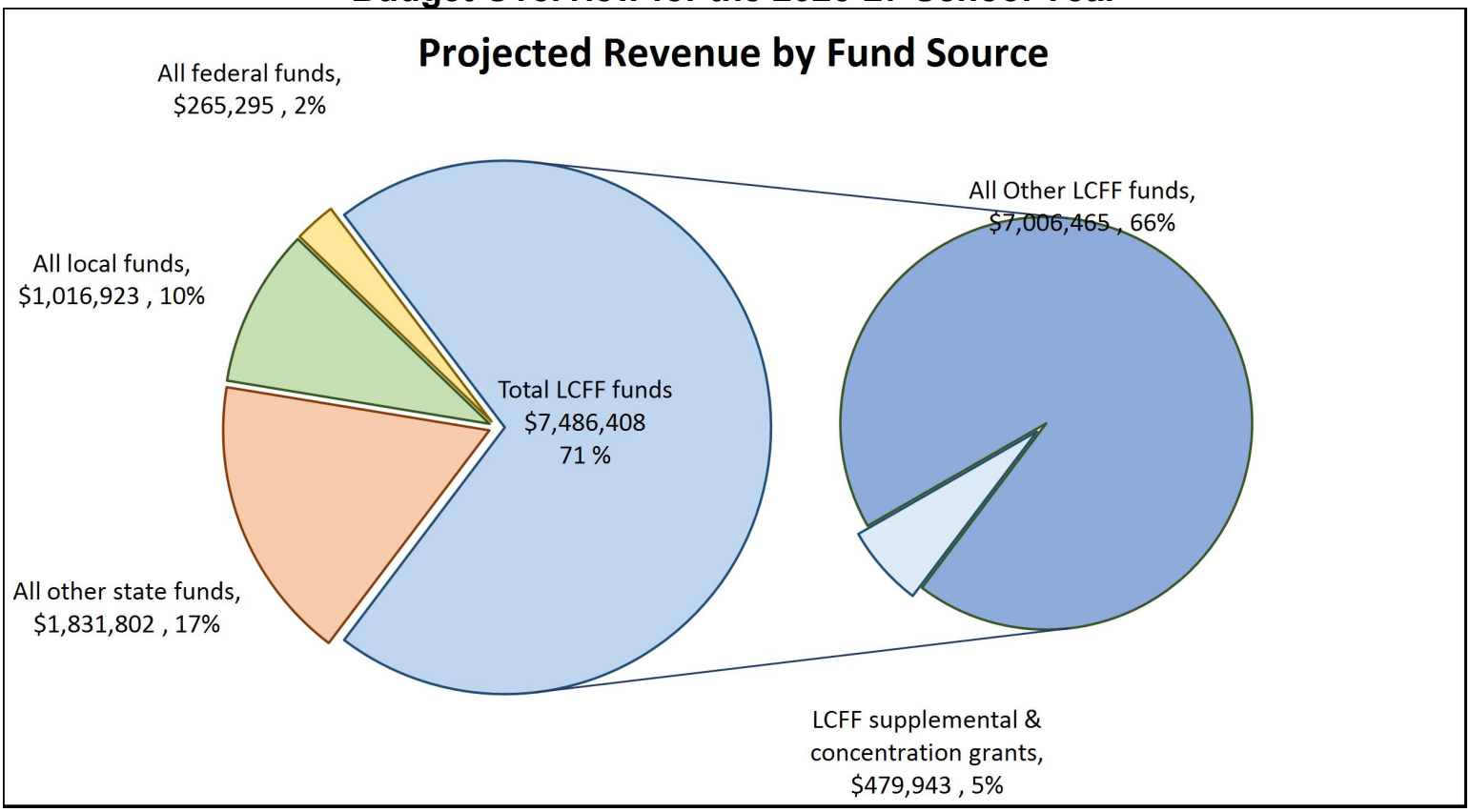
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Science High School
CDS Code: 19768690119016
School Year: 2026-27
LEA contact information:
Grace Long
Principal

310-725-5800

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

Budget Overview for the 2026-27 School Year

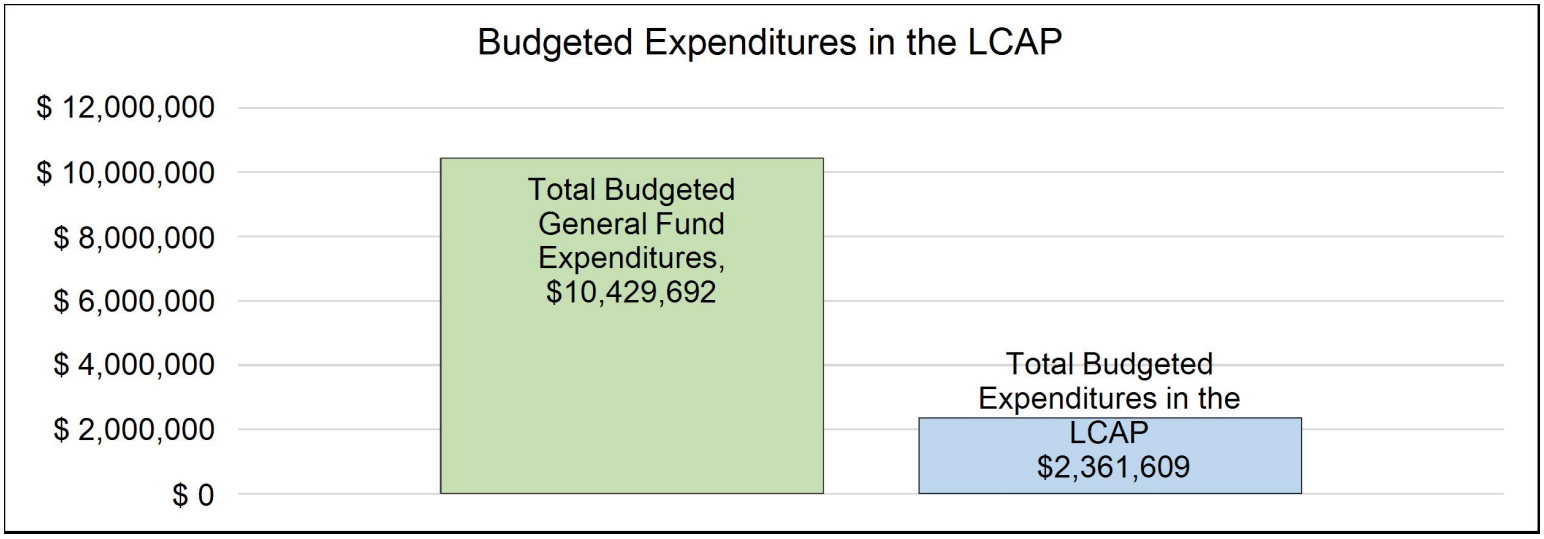


This chart shows the total general purpose revenue Da Vinci Science High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Science High School is $10,600,428, of which $7,486,408 is Local Control Funding Formula (LCFF), $1,831,802 is other state funds, $1,016923 is local funds, and $265,295 is federal funds. Of the $7,486,408 in LCFF Funds, $479,943 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 Science High School 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 Science High School plans to spend $10,429,692 for the 2026-27 school year. Of that amount, $2,361,609 is tied to actions/services in the LCAP and $8,068,083 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

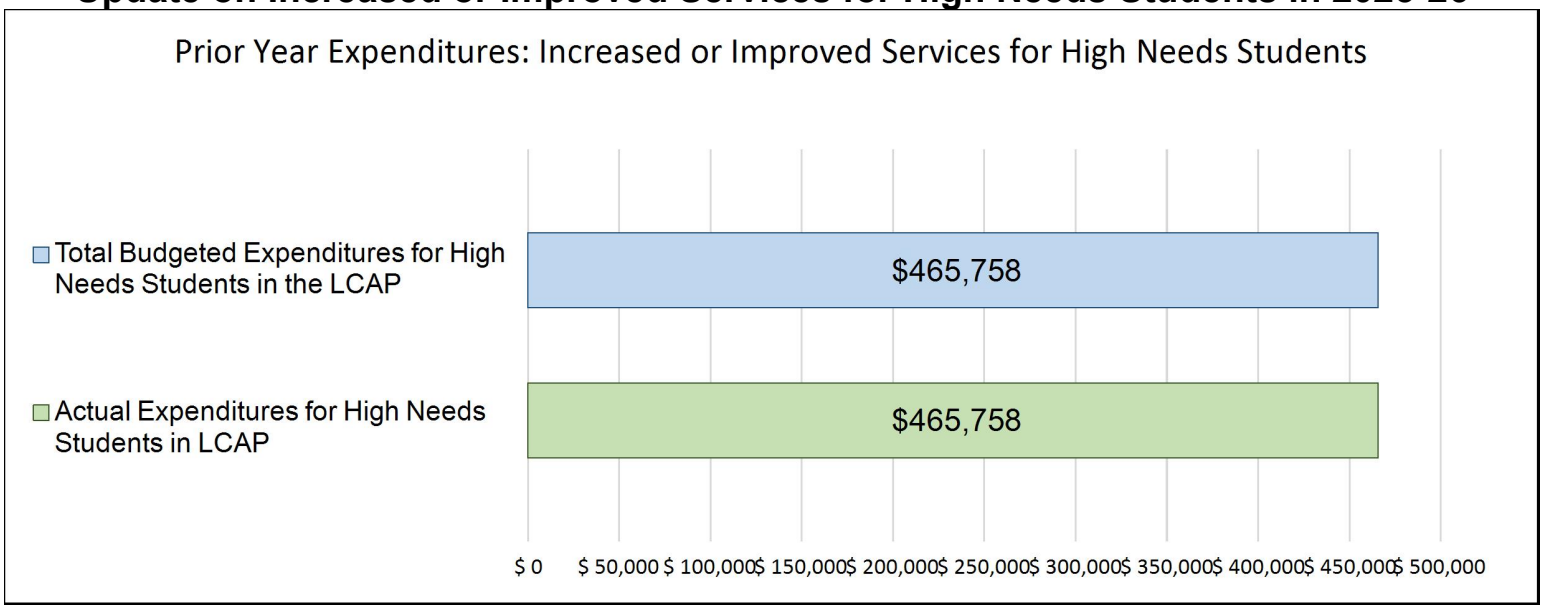
General Fund Budget Expenditures for the school year not included in the LCAP include, but are not limited to, various Personnel, Facilities and Operational Expenses.

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

In 2026-27, Da Vinci Science High School is projecting it will receive $479,943 based on the enrollment of Foster Youth, English learner, and low-income students. Da Vinci Science High School must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Science High School plans to spend $716,217 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 Science High School 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 Science High School 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 Science High School's LCAP budgeted $465,758 for planned actions to increase or improve services for high needs students. Da Vinci Science High School actually spent $465,758 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 Science High School	Grace Long Principal	glong@davincischools.org 310-725-5800

Plan Summary [2026-27]

General Information

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

Da Vinci Science High School (DVS) is a public, nonprofit charter high school chartered by the Wiseburn School District. Da Vinci Science was created due to the demand for more high-quality high schools in the South Bay (Hawthorne, Lawndale, Torrance, and neighboring areas). DVS opened on August 18, 2009, serving approximately 190 students in 9th grade and 60 students in 10th grade. Now at full capacity, DVS serves approximately 550 students in grades 9-12.

Located at 201 N. Douglas Street in El Segundo, DVS draws students from the Wiseburn community and 56 zip codes across Los Angeles County. The school emphasizes STEM education through project-based learning, social-emotional development, and a "people first" mindset. Its guiding mantra, "This is H.O.M.E." — Honesty, Opportunity, Mindset, and Empathy — reflects a commitment to diversity, equity, and inclusion. Da Vinci Science is part of the community in close proximity to several major STEM-focused businesses and corporations (Science, Technology, Engineering and Math) companies such as Northrop Grumman, Raytheon, Boeing, Chevron, ComDev USA, Computer Science Corporation, and SpaceX). The school capitalizes on this opportunity by industry partners work directly with their students and teachers.

DVS follows a community school model, combining a rigorous STEM-focused curriculum with real-world learning. All students take UC/CSU-approved college prep courses and can choose from three career pathways: Civil Engineering, Biomedical Science & Engineering, and Mechanical Engineering. Career Technical Education (CTE) courses, along with the Real World Learning program, provide internships, mentorships, and industry partnerships. DVS has earned recognition for excellence, including the ASEE Excellence in Engineering Education Award and California Distinguished School status in 2024 and 2026. DVS was last accredited by WASC in May of 2024 through June 2031.

The DVS student body reflects the full socio-economic and cultural diversity of the local area and the state of California. The school admits students based on an open lottery process with priority given to residents of the Wiseburn School District.

Reflections: Annual Performance

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

Da Vinci Science is proud of the school culture that has sustained high levels of student and parent satisfaction alongside student academic growth over 4 years and high college acceptance rates. DVS plans to build on that success by continuing in our professional development, particularly in our respective content areas. Da Vinci Science was named a California Distinguished School in 2025 and earned six-year WASC accreditation following a comprehensive review during the 2024-2025 school year. Overall, the California Dashboard performance indicators showed blue for Graduation Rates and College and Career indicators and green for English and Math performance. In 2025, 74% of students were at or above standards in ELA and 48% at or above standards in Math. DVS performance indicators for suspension earned a Blue color rating due to a 1.3% decrease of student suspensions, bringing the school down to only to 0.4% of students suspended. Vape detectors were installed in bathrooms to increase student safety. Student engagement and positive attendance have increased this year to an average of 96% attendance. Da Vinci Science continues to offer a robust, relevant, and rigorous curriculum that is centered around project based curriculum and real-world learning. Da Vinci Science continues with ongoing industry partners through the CTE Advisory Board. College and industry partnerships include Cal Poly San Luis Obispo, Gensler, Northrop Grumman, Torrance Memorial Medical Center, and UCLA Health, and many more.

Reflections: Technical Assistance

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

DVS will continue to work on Restorative Justice practices as other means of correction to increase positive behavior supports and to continue to decrease suspension rates. DVS will continue to implement MTSS support systems to increase student engagement and achievement in ELA and Math as indicated by the CA Dashboard. DVS will continue to work with the Parent Advisory Committee to review and plan LCAP goals, plan, and actions to ensure resources are utilized effectively.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	At DVS, students are at the center of every decision. We have several avenues in which we receive student feedback and input. At the end of every semester, individual classes as well as school-wide, we have student feedback surveys. These surveys include a variety of aspects, including curriculum, school safety, school culture, bell schedule, etc. In addition, students are selected to represent each grade level to be interviewed by administration. Students give warm and cool feedback to courses and school programs. We also have student cohesion group that meets monthly to provide input to school program and LCAP goals. Students are also members of our Parent Advisory Committee and Student Board.
Parents	We engage parents and guardians as educational partners through consistent communication via newsletters, blogs, emails, etc. We host back-to-school nights and beginning-of-the-year meetings to foster connections with families. Informational meetings help families understand the school, and instructional materials are easily accessible through Canvas. Our open-door policy ensures administrators are readily available, while Parent Educator Conferences and counseling workshops provide valuable education opportunities. There are monthly "DVS Family Coffees" where parents are encouraged to join on campus or on zoom to ask questions and give input to school policies and programs. The Parent Advisory group supports and provides input on school events. The Parent Advisory Committee plays an integral part of our LCAP process. The

Educational Partner(s)	Process for Engagement
	PAC committee provides specific input and feedback on all goals, actions, and metrics in the LCAP.
Staff (teachers, counselors, academic coaches, classified staff)	We engage staff as educational partners by providing 20 days of professional development each year and actively seeking their input on the annual calendar. We have a "Cohesion Team" where staff meets bi-weekly for collective decision-making, input in school programs, and collaborative problem-solving. DVS also has an MTSS team with the purpose of meeting the needs of diverse learners, including under-represented populations, language learners, and students in need of additional academic and social, emotional learning support. The evaluation process encourages self-reflection and bi-annual meetings with administrative evaluators, promoting continuous growth. With an open-door policy, administrators remain accessible, and staff are honored as professionals, enjoying significant autonomy, such as designing project-based curricula.
Professional Partners	We engage professional partners to support staff with relevant curriculum guidance and project ideas. Our industry partners also work directly with students and serve as mentors in the various CTE pathways. Industry partners also provide internships for real world learning experiences. Professional partners frequently come in as guest speakers and project mentors. These industry professionals assist in project design and the development of real-world learning curricula, enriching our career technical education pathway offerings. They also participate in community-building events, fostering strong connections between students and the professional world, and ensuring that our educational programs are relevant and impactful.

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

The Parent Advisory Committee (consists of administrators, teachers, staff, parents, and students) convened once a month to review LCAP goals, student and parent surveys, and school-wide data.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Availability of Instructional Materials, as reported in the Student Accountability Report Card (SARC)	100% of students had access to instructional materials in print or electronic formats in 2023-24.	100% of students had access to instructional materials in print or electronic formats in 2024-25.	100% of students had access to instructional materials in print or electronic formats in 2025-26.	100% of students will have access to instructional materials in print or electronic formats.	Maintained at 100%.
1.2	CDE Teacher Assignment Monitoring Outcomes (TAMO), as reported in the Student	In the 2021-22 school year (most recent TAMO data available), DVS employed 27 Teaching FTE (Full	In the 2022-23 school year (most recent TAMO data available), DVS employed 26.5	In the 2023-24 school year (most recent TAMO data available), DVS employed 27.1	100% of teachers are properly assigned.	Increased by 0.98%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Accountability Report Card (SARC)	Time Equivalencies). 93.31% were classified as Clear, and 2.26% required no authorization (N/A), for a total of 95.57% of teachers assigned appropriately. 4.44% of teachers were classified as misassignments, or "ineffective" under ESSA.	Teaching FTE (Full Time Equivalencies). 95.33% were classified as Clear, and assigned appropriately. 4.63% of teachers were classified as misassignments, or "ineffective" under ESSA.	Teaching FTE (Full Time Equivalencies). 92.63% were classified as Clear, and 3.69% required no authorization (N/A), for a total of 96.31% of teachers assigned appropriately. 3.69% of teachers were classified as misassignments, or "ineffective" under ESSA.		
1.3	Teacher reflections and evaluations	100% of teachers are participating in a reflective evaluation process.	100% of teachers are participating in a reflective evaluation process.	100% of teachers are participating in a reflective evaluation process.	96% of teachers will participate in a reflective evaluation process and earn a positive score on the instructional practices section.	Maintained at 100%.
1.4	Teacher professional development ratings	On the 2023-24 annual staff survey, 93% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 90% positively to questions on the Professional Learning Environment.	On the 2024-25 annual staff survey, 98% of staff responded positively (Strongly Agree/ Agree) to questions on Professional Learning Process & Practices, and 97% positively to questions on the	In 2025-26, Da Vinci staff surveys transitioned to Attuned surveys in partnership with CSGF. Our new baseline for the Leadership Efficacy section questions are 78% positive (Extremely/ Very)	Staff will continue to provide at least 90% positive feedback on professional learning opportunities at DVS.	New baseline data is 12% below the current target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Professional Learning Environment.	for Da Vinci Science.		
1.5	Success in academic curriculum	97% of students achieved a 2.0 or above unweighted GPA in Fall 2023, and 94% of students earned a above a 2.0 in Spring 2024.	In 2024-25, 97% of students achieved a 2.0 or above unweighted GPA in Fall 2024, and 96% of students earned above a 2.0 in Spring 2025.	In 2025-26, 95% of students achieved a 2.0 or above unweighted GPA in Fall 2025, and 96% of students earned above a 2.0 in Spring 2026.	85% of students will remain above a 2.0 unweighted GPA each semester.	Decline of 2% for Fall. ' Maintained above 85% target outcome.
1.6	Targeted academic intervention	100% of students in need of intervention in Fall 2023 had academic supports in place prior to Spring 2024.	100% of students in need of intervention in Fall 2023 had academic supports in place prior to Spring 2025.	100% of students in need of intervention in Fall 2025 had academic supports in place prior to Spring 2026.	100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.	Maintained at 100%.
1.7	Specialized academic plans	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with IEPs and 100% of 504 students had plans in place and communicated to teachers within 30 days of enrollment.	100% of students with existing specialized academic plans (IEPs/504s) will have plans in place and communicated to teachers within 30 days of enrollment.	Maintained at 100%.
1.8	CA Facilities Inspection Tool (FIT) results, as reported in the Student Accountability Report Card (SARC)	The school is safe, clean and well maintained per January 2024 facilities inspection overall rating of 'Exemplary.'	The school is safe, clean and well maintained per January 2025 facilities inspection overall rating of 'Exemplary.'	The school is safe, clean and well maintained per January 2026 facilities inspection overall rating of 'Exemplary.'	Overall annual facilities inspection rating will remain Good or Exemplary.	Maintained at Exemplary.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	School Safety: student survey results	DVS had 93% positive student ratings (Very Safe/ Safe/ Neutral) on the Fall 2023 survey question 'Do you feel safe at school?'	DVS had 85% positive student ratings (Strongly Agree/Agree) on the Fall 2024 survey question 'Do you feel safe at school?'	DVS had 91% positive student ratings (Strongly Agree/Agree) on the Fall 2025 survey question 'Do you feel safe at school?'	At least 95% of students will report feeling safe at school.	Increase of 6%.

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.

The implementation of Goal 1 in Year 2 has continued with strong fidelity to planned actions, with several sustained successes and a few areas requiring ongoing attention. All students maintained full access to instructional materials in both print and electronic formats, and 100% of students with IEPs and 504 plans had specialized academic plans communicated to teachers within 30 days of enrollment, both sustained at 100% across all three years. Academic intervention supports also remained at 100%, ensuring every student identified as needing support in the fall had services in place before the spring semester. Teacher assignment outcomes improved slightly, with 96.31% of teachers properly assigned, a 0.98% increase from baseline, and misassignment rates declining to 3.69%. All teachers continued to participate in the reflective evaluation process. However, professional learning survey data reflects a transition in Year 2: DVS moved to the Attuned survey platform in partnership with CSGF, establishing a new baseline of 78% positive ratings for Leadership Efficacy, currently 12 points below the 90% target. This transition makes year-over-year comparisons difficult, and the school will focus on building toward the target under the new framework. Student academic performance remained strong, with 95% of students maintaining a 2.0 or above GPA in Fall 2025, well above the 85% target. Facilities again received an Exemplary rating in the January 2026 inspection. Notably, student-reported feelings of safety rebounded meaningfully, rising from 85% in Year 2 to 91% in Year 3, suggesting that attention directed toward school climate is producing results — though the 95% target has not yet been reached and remains a priority for the coming year.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 1 actions overall. Resources across the five action areas were deployed as planned to support instructional materials access, teacher credentialing and recruitment, professional development, instructional preparation time, and academic coaching. One area worth noting is Action 1.1 (Course Materials), where expenditures across multiple fund sources, including LCFF, Other State (Lottery), Title II, and Title IV funds, were coordinated to cover a range of curriculum and materials needs including science materials, Spanish language texts, digital platforms, and databases. The distribution across fund types was intentional and aligned with allowable uses, and no significant variances from planned spending are anticipated. Action 1.2 (Teacher Recruitment and Credentialing Support) reflects a shift from prior years, with induction stipends reduced to

$0 in 2025-26, and BTSA and Alder mentor stipends funded through LCFF and Local funds respectively. This adjustment represents a planned reduction rather than an unplanned variance. Academic coaching (Action 1.5), funded through a combination of LCFF and Title I, continued to support the full complement of academic coaches schoolwide, with unduplicated pupils receiving prioritized access. Expenditures remained consistent with the staffing model budgeted for four academic coaches across the school. Planned percentages of improved services closely aligned with actual delivery across all actions, and no variances adversely affected the quality or availability of services to students.

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

The actions implemented under Goal 1 have continued to demonstrate strong overall effectiveness in Year 2. Instructional access, academic intervention, specialized plan compliance, and facilities quality have all been maintained at or above target levels. Student GPA performance remains well above the 85% threshold, and the rebound in student-reported feelings of safety is an encouraging sign of progress. The transition to the Attuned survey platform introduces a new baseline for measuring staff satisfaction with professional learning, and closing the gap to the 90% target will be a focus in the coming year.

1.1 Course Materials- This action has remained highly effective. For the third consecutive year, 100% of students had access to instructional materials in print or electronic formats, ensuring equitable curriculum access for all students. The breadth of materials funded, spanning science, language arts, Spanish, and digital platforms, reflects a well-coordinated approach to meeting diverse instructional needs.

1.2 Teacher Recruitment and Credentialing Support- This action has continued to show gradual improvement. In Year 2, 96.31% of teachers were properly assigned, with misassignment rates declining to 3.69%, the lowest rate recorded across the three years. The adjustment to stipend structures in 2025-26, including the transition away from induction stipends in favor of BTSA and Alder mentor supports, reflects a continued commitment to credentialing pathways. Reaching 100% proper assignment remains the target, and this action continues to move in the right direction.

1.3 Teacher Professional Development- The effectiveness of this action is more difficult to assess in Year 2 due to the transition from the prior staff survey instrument to the new Attuned platform in partnership with CSGF. The new baseline of 78% positive ratings for Leadership Efficacy at DVS is 12 points below the 90% target, establishing a clear area for growth. While the prior survey instrument showed strong year-over-year gains, the new baseline provides an opportunity to reset and build toward even more meaningful measurement of professional learning impact going forward.

1.4 Extra Period Stipends- This action continues to support effective collaborative planning and individualized student support. In Fall 2025, 95% of students maintained a 2.0 or above unweighted GPA, 10 points above the 85% target, reflecting the continued value of the extended preparation and collaboration time this model affords teachers. The stipend structure remains a key enabler of DVS's project-based, Common Core-aligned instructional model.

1.5 Academic Coaching Support- This action has been fully effective. For the third consecutive year, 100% of students identified as needing academic intervention in the fall had supports in place prior to the spring semester. Academic coaches continue to provide personalized guidance, socioemotional support, and data-informed interventions, with intentional prioritization of unduplicated students including low-

income pupils, English learners, and foster youth. The persistence of an achievement gap between SED and non-SED students in CAASPP scores underscores the continued importance of this action and the need for sustained, targeted investment.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 1's core goal, metrics, or target outcomes, as the majority of actions continue to perform at or above target levels. However, several areas of practice have informed adjustments and areas of emphasis heading into Year 3. The transition to the Attuned survey platform for measuring staff satisfaction with professional learning represents the most notable shift in how progress toward Goal 1 will be tracked going forward. With a new baseline of 78% positive ratings for Leadership Efficacy, the school will focus on building toward the 90% target under this new framework. Year 3 goal analysis will benefit from year-over-year comparability within the Attuned system, and professional development planning will be informed by the more granular feedback this platform provides.
Student-reported feelings of safety rebounded from 85% in Year 1 to 91% in Year 2, suggesting that attention directed toward school climate has been productive. However, as the 95% target has not yet been reached, continued efforts to strengthen safety culture and student well-being will carry into Year 3, with this metric remaining under close monitoring. Teacher credentialing support structures have been adjusted for Year 3, with induction stipends restructured and Alder mentor supports introduced through local funds. This reflects a practical refinement based on staffing and credentialing needs rather than a response to underperformance, and the school will continue to monitor misassignment rates with the goal of reaching 100% proper assignment. Academic coaching and targeted intervention for unduplicated students will remain a sustained focus heading into Year 3. While GPA outcomes for unduplicated student groups have remained relatively strong, the school recognizes the ongoing importance of ensuring that coaching supports are data-driven and consistently prioritizing students who face the greatest barriers to academic success.Overall, Goal 1 remains well-designed and effectively implemented. Changes heading into Year 3 are targeted and incremental, focused on closing the remaining gaps in staff survey outcomes, student safety perceptions, and equitable academic achievement for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Course Materials	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$45,800.00	No
1.2	Teacher recruitment and credentialing support	Coordination of Induction participation activities, teachers who have not cleared their credential are provided a Induction program in order to do so and Da Vinci covers partial costs.. Provide teacher assistance in transferring credential information.	$12,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Teacher professional development	Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met.	$26,840.00	No
1.4	Extra Period Stipends	Teachers at DVS have double the preparation time as a teacher in a traditional 5 out of 6 period model. This model allows for collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum.	$10,000.00	No
1.5	Academic coaching support	Students will have access to academic coaching and tutoring supports as needed to support their academic success. Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$54,808.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Attendance at Student Led Conferences	The number of parents attending student led conferences was higher than 90% as measured by teacher feedback.	The number of parents attending and engaging in student led conferences were above 90%. SLC Fall 2024: 95.8% SLC Spring 2025: 97.6%	The number of parents attending and engaging in student led conferences were above 90%. SLC Fall 2025: 95% SLC Spring 2026: 93/7%	The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.	Maintained above 90% target outcome.
2.2	Parent Input in Decision Making	Fall 2023 parent surveys show that 72% of families responded positively (Strongly	Fall 2024 parent surveys show that 88% of families responded	Fall 2025 parent surveys show that 85% of families responded	At least 85% of families believe that DVS is Good, Very Good, or	Decrease of 3%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Agree/Agree) that DVS involves parents in decision-making processes.	positively (Strongly Agree/Agree) that DVS involves parents in decision-making processes.	positively (Strongly Agree/Agree) that DVS involves parents in decision-making processes.	Excellent at involving parents in decision-making processes.	Maintained above 85% target outcome.
2.3	Parent Participation in programs for unduplicated pupils	Fall 2023 parent survey responses to the question: 'I feel welcome to participate at this school' are 92% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 91% positive for those who report being socio-economically disadvantaged.	Fall 2024 parent survey responses to the question: 'I feel welcome to participate at this school' are 87% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 94% positive for those who report being socio-economically disadvantaged.	Fall 2054 parent survey responses to the question: 'I feel welcome to participate at this school' are 100% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 94% positive for those who report being socio-economically disadvantaged.	At least 85% of families who are socio-economically disadvantaged and/or whose primary language is other than English, Agree or Strongly Agree that they feel welcome to participate at DVS.	LOTE: 13% Increase. SED: Maintained at 94%. Both groups Maintained above 85% target outcome.
2.4	Average Daily Attendance (ADA)	DVS ADA for 2023-24 was 94.43%.	DVS ADA for 2024-25 was 94.91%.	DVS ADA for 2025-2026 was 94.04%	DVS ADA will remain above 95%.	Decrease of 0.87%.
2.5	CA Dashboard: Suspension Rate	On the 2023 CA Dashboard, 0.9% of students were suspended at least once, maintaining with a change of 0% from the previous year for a Green color rating overall.	On the 2024 CA Dashboard, 1.6% of students were suspended at least once, with an increase of 0.8% from the previous year for an Orange color rating overall.	On the 2025 CA Dashboard, 0.4% of students were suspended at least once, with a decrease of 1.3% from the previous year for a Blue color rating overall.	DVS will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard.	Decrease of 1.2%. Target outcome met: Blue rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CA Dashboard: Suspension Rate (unduplicated subgroups)	On the 2023 CA Dashboard, .5% of SED students were suspended at least once, maintaining from the previous year for a Blue color rating overall. DVS had fewer than 11 EL students in 2022-23, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	On the 2024 CA Dashboard, 2% of SED students were suspended at least once, an increase of 1.5% from the previous year for an Orange color rating overall. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	On the 2025 CA Dashboard, 1% of SED students were suspended at least once, a decrease of 1% from the previous year for a Green color rating overall. DVS had fewer than 11 EL students in 2024-25, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	DVS will maintain a Blue or Green rating for both SED and EL student groups for the Suspension Rate indicator on the CA School Dashboard.	SED: 1% Decrease. Target outcome met: Green rating EL: Data not available.
2.7	Student Survey Responses: Diversity & Inclusion	On the Fall 2023 student survey, 83% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section section of the survey.	On the Fall 2024 student survey, 90% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section section of the survey.	On the Fall 2025 student survey, 93% of students chose "Agree" or 'Strongly Agree' on the Diversity & Inclusion section section of the survey.	More than 80% of respondents choose ‘Agree,' or ‘Strongly Agree’ on the 5 question Diversity & Inclusion section of the annual student survey.	Increase of 3%. Maintained above 80% target outcome.
2.8	Student Survey Responses: Community & Connectedness	On the Fall 2023 student survey, 74% of students chose 'Agree' or 'Strongly Agree' on the School Community & Connectedness section of the survey.	On the Fall 2024 student survey, 78% of students chose 'Agree' or 'Strongly Agree' on the School Culture & Safety section of the survey.	On the Fall 2025 student survey, 83% of students chose 'Agree' or 'Strongly Agree' on the School Culture & Safety section of the survey.	More than 80% of respondents choose ‘Agree,' or ‘Strongly Agree’ on the 7 question School Community & Connectedness section of the	Increase of 5%. Target outcome met: over 80%.

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

Goal Analysis [2025-26]

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

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

Overall, Goal 2 was implemented as planned in Year 2, with continued strong emphasis on family engagement, inclusive school culture, and student well-being. Planned actions were carried out with high fidelity, and Year 2 data reflects meaningful progress across nearly all metrics, several of which saw notable improvement after challenges emerged in Year 1. A significant success in Year 2 was the recovery and improvement in suspension rates. Overall suspension rates dropped from 1.6% to 0.4%, moving DVS from an Orange to a Blue Dashboard rating, the highest possible rating. Similarly, SED student suspension rates decreased from 2% to 1%, earning a Green rating. These improvements suggest that interventions and restorative practices put in place in response to Year 1 challenges are taking hold effectively. Student survey results also trended positively across both the Diversity & Inclusion and School Culture & Safety sections, rising to 93% and 83% respectively. The Community & Connectedness metric crossed the 80% target threshold for the first time, representing a meaningful milestone in building a cohesive school culture. Parent engagement remained strong. Student-Led Conference attendance stayed well above the 90% target, and parent input in decision-making held at 85%, meeting the target despite a slight 3% dip from Year 1. Notably, families whose primary language is other than English reported feeling welcome to participate at 100% positive, a 13% increase from Year 1 and a meaningful reversal of the prior year's decline.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 2. Resources across all action areas, spanning parent and family engagement, advisory curriculum, extracurricular programming, counseling, administrative leadership, and professional development in equity and restorative practices, were implemented as planned and within the intended financial scope. Both counseling and administrative staffing positions were fully filled as planned, representing the largest personnel investments within the goal. Minor variances in event-based expenditures such as athletics and the freshman overnighter are possible given the complexity of coordinating those programs, but no substantive deviations from planned spending are anticipated. Overall, the planned percentages of improved services for unduplicated students were met or exceeded, and no variances adversely affected the quality or availability of services to students.

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

The actions implemented under Goal 2 have demonstrated strong overall effectiveness in Year 2, with meaningful progress across nearly all metrics and notable reversals of challenges identified in Year 1. Suspension rates dropped significantly for both all students and SED students, earning Blue and Green Dashboard ratings respectively. Student survey results continued to trend upward in both Diversity &

Inclusion (93%) and School Culture & Safety (83%), with the Community & Connectedness metric crossing the 80% target threshold for the first time. Parent engagement remained strong, with decision-making involvement holding at the 85% target and LOTE family participation rebounding to 100%, a significant turnaround from the Year 1 decline.

2.1 Parent/Guardian Engagement & Communications- This action has continued to demonstrate effectiveness. Parent involvement in decision-making held at 85%, meeting the target despite a modest 3% dip from Year 1's high of 88%. Most notably, families whose primary language is other than English reported feeling welcome to participate at 100% positive, a 13% increase from Year 1, suggesting that efforts to strengthen outreach and communication for this group have been impactful. Student-Led Conference attendance also remained well above the 90% target in both fall and spring semesters.

2.2 Advisory Curriculum- This action has shown continued effectiveness in building student connectedness and community. The School Culture & Safety survey score rose from 78% to 83% in Year 2, surpassing the 80% target for the first time. Diversity & Inclusion scores also increased to 93%. The advisory curriculum appears to be a meaningful contributor to these positive trends, and continued investment in this program is warranted.

2.3 Extracurricular Activities Including Freshman Overnighter- This action continues to support a positive school culture and sense of belonging. Gains in student survey data on inclusion, connectedness, and school culture reflect the cumulative impact of extracurricular programming, athletic participation, performing arts, and culture-building events like the freshman overnighter. These investments remain an important foundation for student engagement and community identity at DVS.

2.4 Counseling Staffing- This action has proven highly effective in Year 2. The significant reduction in suspension rates, from 1.6% to 0.4% overall and from 2% to 1% for SED students, reflects the positive impact of maintaining a low student-to-counselor ratio and providing accessible, responsive socioemotional and behavioral support. Counselors' ability to build meaningful relationships with students and intervene early appears to be a key driver of these improvements.

2.5 Administrative Staffing: Assistant Principal- This action has been effective in Year 2, with the AP's involvement in discipline, attendance, and school climate contributing to the meaningful reductions in suspension rates seen across both the overall student population and SED subgroup. Student survey improvements in school culture and safety further reflect a more positive and well-supported school environment. Continued focus on restorative practices and proactive outreach to unduplicated families will remain a priority heading into Year 3.

2.6 Professional Development- Professional development in restorative practices, diversity and equity, and culturally relevant instruction has contributed to the positive trends seen across Goal 2 metrics. The substantial improvement in suspension rates and continued growth in student perceptions of inclusion and community suggest that staff are increasingly applying equity-centered and restorative approaches in their practice. Sustaining and deepening this PD remains essential to maintaining these gains and continuing to close gaps for unduplicated student groups.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 2's core goal, metrics, or target outcomes. The strong progress made across nearly all indicators affirms that the current actions and strategies are well-designed and moving in the right direction, and DVS will continue with the existing framework heading into Year 3. The significant rebound in suspension rates, earning Blue and Green Dashboard ratings for all students and SED students respectively, validates the investments made in counseling staffing, administrative support, and restorative practices professional development. Heading into Year 3, the focus will be on sustaining these gains and ensuring that the systems and relationships that drove this improvement remain strong and consistently applied across the student body. While parent engagement outcomes were largely positive in Year 2, the modest dip in overall decision-making involvement from 88% to 85% warrants continued attention. DVS will maintain its current communication and outreach strategies while looking for opportunities to deepen family participation in school governance and program feedback, particularly as the school works to sustain the meaningful gains made with LOTE families. Counselors, the AP, and academic coaches will continue to work collaboratively to identify and support students with chronic or emerging attendance concerns, with particular attention to unduplicated student groups. Student survey results on Community & Connectedness crossed the 80% target for the first time in Year 2, which is an encouraging milestone. Rather than viewing this as a ceiling, DVS will continue to invest in advisory curriculum, extracurricular programming, and culture-building activities to push this metric higher and ensure that all students, including those in unduplicated subgroups, feel a genuine sense of belonging and connection to the school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/ guardian engagement & communications	Da Vinci Science will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home messages and reminders via the computerized school phone system.	$25,601.00	No
2.2	Advisory curriculum	Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Stipend will be paid	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.		
2.3	Extra-curricular activities including freshman Overnighter	Students will have community dialogues that increase student morale. Extracurricular programs, athletics, and stipends or hourly wages for adults running programs will be offered. Freshmen students will participate in an overnighter trip prior to entering DVS to increase their connectedness to the school culture.	$416,101.00	No
2.4	Counseling Staffing	Counselors will support students more effectively with a lower student to counselor ratio. DVS will continue to staff at a lower student to counselor ratio in comparison to schools in California. DVS ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.	$427,027.00	Yes
2.5	Administrative Staffing- AP	To ensure the academic success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues. Administrators will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Da Vinci Science seeks to maintain positive school climate, parent and student engagement. Data gathered from surveys was used to reflect and improve school programs. Reports from the survey will be made public to parents. Specifically, the school will make greater effort to reach out to families whose first language is not English, socio-economically disadvantaged families, and families who do not regularly interact with the school.	$155,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Professional Development	Opportunities for staff to engage in professional development (consultants, trainings, conferences) in restorative practices, diversity/equity/inclusion, and culturally relevant instruction practices.	$2,500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard: English Language Arts	On the 2023 CA School Dashboard, DVS students scored 93.9 points above standard in ELA, a decrease of 11.4 points from the	On the 2024 CA School Dashboard, DVS students scored 80.5 points above standard in ELA, a decline of	On the 2025 CA School Dashboard, DVS students scored 67.3 points above standard in ELA, a decline of	DVS will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.	Decline of 13.3 points. Maintained target outcome: Green rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year before, for a Green overall dashboard rating.	13.4 points from the year before, for a Green overall dashboard rating.	13.3 points from the year before, for a Green overall dashboard rating.		
3.2	CA Dashboard: English Language Arts (unduplicated subgroups)	On the 2023 CA School Dashboard, our 44 SED students at DVS scored 59.6 points above standard in English, a decrease of 20.8 points from the year before for a Green overall dashboard rating. DVS had no 11th grade EL students in 2023, so no scores for EL students were reported on the CA Dashboard.	On the 2024 CA School Dashboard, our 51 SED students at DVS scored 57.5 points above standard in English, a decline of 2.2 points from the year before for a Green overall dashboard rating. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	On the 2025 CA School Dashboard, our 42 SEL students at DVS scored 41.4 points above standard in English, a decline of 16.1 points from the year before for a Green overall dashboard rating. DVS had fewer than 11 EL students in 2024-25, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	DVS will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.	SED: Decline of 16.1 points. Maintained target outcome: Green rating. EL: no data available.
3.3	PSAT Evidence-Based Reading and Writing (ERW): 11th grade college readiness	In Fall 2023, 76% of the 147 juniors in the 2025 cohort met the benchmark on their ERW PSAT, and 10% of students were approaching benchmark, demonstrating that 85% of juniors were on track for college readiness in English.	In Fall 2024, 65% of the 121 juniors in the 2026 cohort tested met the benchmark on their ERW PSAT, and 13% of students were approaching benchmark, demonstrating that 78% of juniors	In Fall 2025, 70% of the 111 juniors in the 2027 cohort tested met the benchmark on their ERW PSAT, and 10% of students were approaching benchmark, demonstrating that 80% of juniors	PSAT Evidence-Based Reading and Writing (ERW) Met & Approaching benchmark scores will maintain at a rate higher than 75%.	Met Benchmark: 5% Increase. College Ready: 2% Increase.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were on track for college readiness in English.	were on track for college readiness in English.		
3.4	PSAT Evidence-Based Reading and Writing (ERW): 12th grade college readiness growth and achievement	DVS 2024 cohort growth: 100 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT ERW mean benchmark score of 500-530 with a mean score of 520, a 40 point increase from the previous year. They also met the college readiness benchmark of 460 for the PSAT ERW. The 2024 cohort also met the projected mean score of 520-560 for the Spring 2023 SAT with a score of 560, and also met the overall SAT ERW college readiness benchmark of 480 on their Spring 2023 SAT tests.	DVS 2025 cohort ERW growth: PSAT 9 to PSAT 10 (113 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: -10 PSAT 10 to PSAT 11 (110 students) Projected Mean Score: Met College Readiness: Met Mean score change: +40 PSAT 11 to SAT 12 (39 students) Projected Mean Score: Met College Readiness: Met Mean score change: +130	DVS 2026 cohort ERW growth: PSAT 9 to PSAT 10 (108 students) Projected Mean Score: Not Met College Readiness: Met Mean score change: +10 PSAT 10 to PSAT 11 (111 students) Projected Mean Score: Met College Readiness: Met Mean score change: +30 PSAT 11 to SAT 11 (46 students) Projected Mean Score: Met College Readiness: Met Mean score change: +40	DVS students will continue to meet benchmarks and projected mean scores on PSAT and SAT ERW exams.	PSAT 9 to PSAT 10: +10 points PSAT 10 to PSAT 11: +30 points PSAT 11 to SAT 11: +40 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	CA Dashboard: English Learner Progress Indicator (ELPI)	On the 2023 CA School Dashboard, DVS did not have English Learner Progress scores reported. DVS had fewer than 11 EL students in 2022-23, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	On the 2024 CA School Dashboard, DVS did not have English Learner Progress scores reported. DVS had fewer than 11 EL students in 2023-24, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	On the 2025 CA School Dashboard, DVS did not have English Learner Progress scores reported. DVS had fewer than 11 EL students in 2024-25, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.	DVS will annually improve or maintain ELPI scores to earn Blue or Green ratings for English Learner Progress on the CA School Dashboard.	No data available.

Goal Analysis [2025-26]

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

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

Overall implementation of Goal 3 in Year 2 continued with fidelity to the planned approach, maintaining a holistic, multi-measure framework for assessing student success in English Language Arts through CAASPP performance, PSAT/SAT college readiness benchmarks, and cohort growth tracking. Data collection and monitoring across grade levels continued to provide a comprehensive picture of student progress over time. A notable success in Year 2 is the partial rebound in PSAT ERW college readiness outcomes. After a decline in Year 1, the percentage of juniors on track for college readiness in English increased from 78% to 80%, with 70% meeting the benchmark outright, a 5% improvement from Year 1. Additionally, the 2026 cohort growth data shows positive trends across all three PSAT-to-SAT transition points, with students meeting both projected mean scores and college readiness benchmarks at the PSAT 10-to-11 and PSAT 11-to-SAT stages. An ongoing challenge is the continued decline in CAASPP ELA scores. DVS students scored 67.3 points above standard in Year 2, a decline of 13.3 points from Year 1, continuing a downward trend that has now persisted across all three years of the goal period. While the school has maintained a Green Dashboard rating, the consistent year-over-year decline warrants focused attention heading into Year 3. SED students similarly saw a decline of 16.1 points, dropping to 41.4 points above standard, though they also maintained a Green rating. The English Learner Progress Indicator continues to be unavailable for reporting due to DVS enrolling fewer than 11 EL students in 2024-25, a persistent data limitation that is not expected to resolve in the near term given current enrollment patterns.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 3. Resources across all action areas, spanning ELA intervention and coaching support, diagnostic assessment software, MTSS coordination stipends, PSAT/SAT preparation and testing fees, and English Learner coordination, were implemented as planned and within the intended financial scope. Academic coaching personnel costs were split across LCFF and Title I funds as budgeted, and the NWEA MAP diagnostic assessment continued to be funded through Title I. PSAT/SAT preparation and testing fees were covered through Other State funds as planned, and MTSS coordination stipends were allocated to lead and supporting team members consistent with the budgeted amounts. The Summer Bridge program costs remained embedded within Action 3.1 as noted, with no separate expenditure required. The EL Coordinator stipend was modest but fully allocated as planned. Overall, the planned percentages of improved services for unduplicated students were delivered as intended, and no variances adversely affected the availability or quality of ELA intervention, diagnostic, or support services for any student group.

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

The actions implemented under Goal 3 have continued to show mixed effectiveness in Year 2. Encouragingly, PSAT ERW college readiness outcomes improved across all three cohort transition points for the 2026 cohort, and the percentage of juniors on track for college readiness in English rose from 78% to 80%. However, the continued decline in CAASPP ELA scores, now a consistent trend across all three years, signals that current instructional and intervention strategies have not yet been sufficient to reverse this trajectory. DVS maintained a Green Dashboard rating for both all students and SED students, but the persistent year-over-year decline demands deeper reflection on instructional alignment and the effectiveness of current supports.

3.1 Intervention and Support Classes in ELA- This action has shown partial effectiveness. The rebound in PSAT ERW college readiness outcomes for juniors in Year 2 suggests that intervention and coaching supports are having a positive impact at the upper grade levels. However, the continued decline in CAASPP ELA scores, including a 16.1-point drop for SED students, indicates that intervention strategies have not yet been sufficient to reverse broader achievement trends. The early grade pipeline remains a particular concern, with the 2026 cohort showing only a modest +10 point gain from PSAT 9 to PSAT 10, compared to the more substantial growth seen at later stages. Strengthening intervention alignment and intensity in 9th and 10th grade will be a priority heading into Year 3.

3.2 Software for Diagnostic Testing and Instructional Support in ELA- The NWEA MAP diagnostic tool continued to be used to identify student needs and guide instruction. While the modest improvement in PSAT ERW outcomes suggests that diagnostic data is being used to inform some instructional adjustments, the persistent decline in CAASPP scores indicates that the translation of diagnostic insights into effective instructional change has not yet been consistent enough to move the needle on overall ELA achievement. Continued focus on using assessment data to drive targeted, timely interventions, particularly for SED students, remains essential.

3.3 Multi-Tiered Student Supports (MTSS)- MTSS coordination continued in Year 2 with stipends provided to lead and supporting team members. The positive trends in PSAT cohort growth and the maintenance of a Green Dashboard rating suggest that MTSS structures are providing a meaningful support framework. However, the continued decline in CAASPP performance indicates that MTSS supports have not yet been sufficiently impactful at the whole-school level in reversing ELA achievement trends. Deeper alignment between MTSS data review cycles and instructional response strategies will be important in Year 3.

3.5 PSAT/SAT Test and Prep Course Fees- This action continues to be one of the more demonstrably effective strategies within Goal 3. The 2026 cohort showed positive growth at every transition point, with students meeting both projected mean scores and college readiness benchmarks from PSAT 10 through SAT. The 5% increase in juniors meeting the ERW benchmark outright and the overall improvement in college readiness rates from 78% to 80% affirm that free test preparation and access to PSAT/SAT assessments are having a meaningful impact on upper-grade college readiness outcomes. Continued investment in this action is strongly warranted.

3.6 English Language Learner Coordinator and Support- The EL Coordinator stipend continued to be funded in Year 2, maintaining dedicated oversight for current EL students and RFEP monitoring. As in prior years, the small number of EL students enrolled at DVS, fewer than 11 in 2024-25, meant that no ELPI data was reportable on the CA Dashboard, limiting formal evaluation of this action's impact. GPA data from Goal 1 in 2025-25 showed near-parity between EL/RFEP and EO/IFEP students, which is an encouraging indicator of academic access. The EL Coordinator role remains a critical infrastructure investment, and DVS will continue to monitor EL and RFEP student outcomes through available data sources while maintaining this support heading into Year 3.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 3's core goal, metrics, or target outcomes. The multi-metric approach to measuring ELA achievement and college readiness, spanning CAASPP, and PSAT/SAT cohort growth, continues to provide a comprehensive and valuable picture of student progress, and DVS will maintain this framework heading into Year 3. The most pressing area of concern emerging from Year 2 data is the continued decline in CAASPP ELA scores, which have dropped consistently across all three years of the goal period for both all students and SED students. This persistent trend signals a need for deeper reflection on the alignment between core ELA instruction, intervention strategies, and the skills assessed on the CAASPP. Heading into Year 3, DVS will focus on strengthening the connection between diagnostic data from NWEA MAP assessments and instructional adjustments in the classroom, with particular attention to ensuring that SED students receive the targeted, responsive supports needed to reverse this trend. The improvement in PSAT ERW college readiness outcomes in Year 2, particularly the positive cohort growth across all three transition points for the 2026 cohort, affirms that upper-grade test preparation and intervention supports are working and will continue to be prioritized. However, early-grade foundational ELA development remains an area for growth, and the school will continue efforts begun in Year 2 to strengthen intervention intensity and instructional alignment at the 9th and 10th grade levels. The English Learner Coordinator role and ELD supports will be maintained heading into Year 3. While the small EL population continues to limit formal Dashboard reporting, DVS remains committed to providing dedicated monitoring and support for current EL and RFEP students, and will continue to use available data sources, including GPA and internal assessments, to evaluate the effectiveness of these supports. A previous action around Summer Bridge was removed, as DVS now runs orientations where screening tests are done during the summer rather than Summer Bridge.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Intervention and support classes in ELA	Students in need of ELA interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in English courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$51,503.00	Yes
3.2	Software for diagnostic testing and instructional support in ELA	Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be provided diagnostic tests in ELA as soon as possible after they enroll to identify present reading and English language skills levels. Diagnostic tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.	$23,668.00	Yes
3.3	Multi-Tiered Student Supports	Staff (teachers, academic coaches, counselors) receive stipends to coordinate student support systems as a part of the DVS MTSS Team.	$3,875.00	Yes
3.5	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, SAT/ACT prep courses offered free of charge to students on weekends and during summer.	$14,000.00	No
3.6	English Language Learner and Coordinator and Support	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development seminars for EL students working to make progress in proficiency will also be funded.	$4,875.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard: Mathematics Indicator	On the 2023 CA School Dashboard, DVS students scored 11.7 points above standard in Math, a decline of 13.8 points from the year before, for a Green	On the 2024 CA School Dashboard, DVS students scored 3.7 points above standard in Math, a decline of 8.1 points from the	On the 2025 CA School Dashboard, DVS students scored 2.5 points below standard in Math, a decline of 6.2 points from the	DVS will maintain a Blue or Green rating in Mathematics on the CA School Dashboard.	Decline of 6.2 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		overall dashboard rating.	year before, for a Green overall dashboard rating.	year before, for a Yellow overall dashboard rating.		
4.2	CA Dashboard: Mathematics Indicator (unduplicated subgroups)	On the 2023 CA School Dashboard, our 45 SED students at DVS scored 9.9 points below standard in Math, a decrease of 13.2 points from the year before for a Yellow overall dashboard rating. DVS had no 11th grade EL students in 2023, so no scores for EL students were reported on the CA Dashboard.	On the 2024 CA School Dashboard, our 45 SED students at DVS scored 43.5 points below standard in Math, a decline of 33.7 points from the year before for a Yellow overall dashboard rating. DVS had fewer than eleven 11th grade EL students in 2023-24, so no scores for EL students were reported on the CA Dashboard.	On the 2025 CA School Dashboard, our 42 SEL students at DVS scored 41.9 points below standard in Math, an increase of 1.6 points from the year before for a Yellow overall dashboard rating. DVS had fewer than eleven 11th grade EL students in 2024-25, so no scores for EL students were reported on the CA Dashboard.	DVS will annually improve CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.	SED: Increase of 1.6 points. EL: No data available.
4.3	PSAT Math: 11th grade college readiness	In Fall 2023, 41% of the 147 juniors in the 2025 cohort met the benchmark in Math, and 16% of students were approaching benchmark, demonstrating that 57% of juniors were on track for college readiness in Math.	In Fall 2024, 46% of the 121 juniors in the 2026 cohort tested met the benchmark on their Math PSAT, and 7% of students were approaching benchmark, demonstrating that 53% of juniors were on track for college readiness in Math.	In Fall 2025, 47% of the 111 juniors in the 2027 cohort tested met the benchmark on their Math PSAT, and 11% of students were approaching benchmark, demonstrating that 58% of juniors were on track for college readiness in Math.	PSAT Math Met & Approaching benchmark scores will maintain at a rate higher than 50%.	Met Benchmark: 1% Increase. College Ready: 5% Increase. Maintained target outcome above 50%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	PSAT Math: 12th grade college readiness growth and achievement	DVS 2024 cohort growth: 100 juniors took the Fall PSAT in both 2021 and 2022. These students met the projected PSAT Math mean benchmark score of 490-530 with a mean score of 500, a 20 point increase from the previous year. They did not meet the college readiness benchmark of 510 for the Math PSAT. The 2024 cohort also met the projected mean score of 500-550 for the Spring 2023 SAT with a score of 540, improving by 40 points to exceed the overall college readiness benchmark of 530 on their Spring 2023 SAT tests.	DVS 2025 cohort Math growth: PSAT 9 to PSAT 10 (113 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: 0 PSAT 10 to PSAT 11 (110 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +30 PSAT 11 to SAT 12 (39 students) Projected Mean Score: Met College Readiness: Met Mean score change: +110	DVS 2026 cohort Math growth: PSAT 9 to PSAT 10 (108 students) Projected Mean Score: Not Met College Readiness: Not Met Mean score change: 0 PSAT 10 to PSAT 11 (111 students) Projected Mean Score: Met College Readiness: Not Met Mean score change: +20 PSAT 11 to SAT 11 (46 students) Projected Mean Score: Met College Readiness: Met Mean score change: +20	DVS students will continue to meet benchmarks and projected mean scores on PSAT and SAT Math exams.	PSAT 9 to PSAT 10: Maintained (no change) PSAT 10 to PSAT 11: +20 points PSAT 11 to SAT 11: +20 points

Goal Analysis [2025-26]

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

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

Overall, Goal 4 was implemented as planned in Year 2, with continued use of PSAT and SAT assessments as primary indicators of student math college readiness, alongside CAASPP performance data and cohort growth tracking. The multi-metric framework continued to provide a comprehensive view of student progress across grade levels. A notable success in Year 2 is the improvement in 11th grade PSAT Math college readiness outcomes. The percentage of juniors on track for college readiness in Math increased from 53% to 58%, maintaining above the 50% target, with 47% meeting the benchmark outright, a modest 1% increase from Year 1. Additionally, SED student CAASPP Math scores showed a slight improvement of 1.6 points in Year 2, a meaningful reversal after the significant 33.7-point decline seen in Year 1, though SED students remain well below standard at 41.9 points below. The most significant challenge in Year 2 is the overall CAASPP Math performance for all students, which declined by 6.2 points and moved from a Green to a Yellow Dashboard rating, the first time DVS has fallen below a Green rating in Math. This is a serious concern that warrants focused attention heading into Year 3. While the decline was smaller in magnitude than in prior years, the direction of the trend and the resulting Dashboard color change represent a meaningful setback relative to the goal's targets. Cohort growth data for the 2026 cohort shows continued positive momentum at the upper grade levels, with students meeting projected mean scores at the PSAT 10-to-11 and PSAT 11-to-SAT transition points. However, early-grade math development remains a persistent challenge, with both the 2025 and 2026 cohorts showing no growth from PSAT 9 to PSAT 10 and failing to meet college readiness benchmarks at that stage. As in prior years, the small EL population at DVS continued to prevent reportable CAASPP Math data for that subgroup on the CA Dashboard, limiting the school's ability to formally evaluate math outcomes for English Learners.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 4. Resources across all funded action areas, spanning math intervention and extra period stipends, diagnostic software, and the math intervention specialist, were deployed as planned and within the intended financial scope. Extra period stipends for math teachers were allocated through LCFF as budgeted, and the CPM diagnostic software was funded through Title I as planned. The Math Intervention Specialist personnel costs were fully allocated through LCFF consistent with the budgeted amount. MTSS coordination, Summer Bridge, and PSAT/SAT preparation costs for Goal 4 continued to be covered under shared action budgets in Goal 3, with no separate expenditures required. Overall, the planned percentages of improved services for unduplicated students were delivered as intended, and no variances adversely affected the availability or quality of math intervention and support services for any student group.

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

The actions implemented under Goal 4 have shown mixed effectiveness in Year 2, with some encouraging signs of progress alongside a significant new challenge. The percentage of juniors on track for college readiness in Math improved from 53% to 58%, surpassing the 50% target, and SED student CAASPP Math scores showed a slight recovery of 1.6 points after the dramatic 33.7-point decline in Year 1. However, the overall CAASPP Math Dashboard rating dropped from Green to Yellow in Year 2, the first time DVS has fallen below a Green rating in this area, representing a serious concern that cuts across all actions in this goal. Early-grade math development also remains a

persistent challenge, with both the 2025 and 2026 cohorts showing no growth from PSAT 9 to PSAT 10 and failing to meet college readiness benchmarks at that stage.

4.1 Intervention and Support Classes in Mathematics- This action has shown partial effectiveness. The improvement in junior PSAT Math college readiness outcomes and the slight stabilization of SED CAASPP scores suggest that intervention supports are having some positive impact, particularly at upper grade levels. However, the overall decline in CAASPP Math performance and the persistent lack of early-grade growth indicate that intervention strategies have not yet been sufficient to reverse broader achievement trends. Strengthening the alignment and intensity of math interventions, particularly in 9th and 10th grade, remains a priority heading into Year 3.

4.2 Software for Diagnostic Testing and Instructional Support in Mathematics- The CPM diagnostic software continued to support data-informed instructional differentiation in Year 2. The slight stabilization of SED Math scores suggests some benefit from diagnostic-driven instruction, but the overall Dashboard decline to Yellow indicates that diagnostic insights have not yet translated into sufficient instructional adjustments at the whole-school level. Continued focus on how diagnostic data is used to drive timely, targeted intervention, especially for students in the early high school grades, will be essential in Year 3.

4.3 Multi-Tiered Student Supports- MTSS coordination continued to provide a foundational framework for identifying and supporting students in need of math intervention. The positive cohort growth seen at the PSAT 10-to-11 and PSAT 11-to-SAT transition points for the 2026 cohort suggests that coordinated tiered supports are contributing to meaningful progress at upper grade levels. However, as with other actions, the early-grade pipeline and overall CAASPP performance indicate that MTSS systems need to be more responsive and impactful for students earlier in their high school experience.

4.4 Summer Bridge Programs- The Summer Bridge program continued to serve students with low math performance, with costs covered under Goal 3. The persistent lack of growth from PSAT 9 to PSAT 10 across both the 2025 and 2026 cohorts suggests that summer supports have not yet been sufficient to build the foundational math skills needed for early-grade college readiness. Greater alignment between summer bridge instruction and school-year math intervention strategies will be important for improving the program's impact heading into Year 3.

4.5 PSAT/SAT Test and Prep Course Fees- This action continues to demonstrate effectiveness at the upper grade levels. The 2026 cohort met projected mean scores and college readiness benchmarks at both the PSAT 10-to-11 and PSAT 11-to-SAT transition points, and the overall improvement in junior college readiness rates from 53% to 58% reflects the positive impact of free test preparation and assessment access. Continued investment in this action is warranted, with particular attention to extending prep supports to earlier grade levels where foundational gaps are most pronounced.

4.6 Mathematics Intervention Specialist- The Math Intervention Specialist continued to provide Tier II and III supports through individualized and small group instruction and teacher coaching. The slight stabilization of SED CAASPP Math scores in Year 2, after the significant decline in Year 1, may reflect the early impact of this role in targeting the most at-risk students. However, given the overall Dashboard decline to Yellow and the persistent early-grade achievement gaps, strengthening and expanding the reach of this role will be critical in Year 3, with a particular focus on unduplicated students and foundational math skill development in 9th and 10th grade.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 4's core goal, metrics, or target outcomes. However, the decline in the overall CAASPP Math Dashboard rating from Green to Yellow represents the most urgent concern to emerge from Year 2 data, and it will drive a heightened focus on instructional alignment and intervention effectiveness heading into Year 3. The integration of IAB and FIAB interim assessments, identified as a priority in Year 2 reflections, will continue to be a focus in Year 3. These tools provide more frequent, targeted data points that allow teachers to identify and respond to skill gaps in a timelier manner than annual CAASPP results alone. Ensuring that these assessments are being used consistently and that the resulting data is driving meaningful instructional adjustments will be a key area of emphasis, particularly given the continued whole-school decline in CAASPP Math performance. The persistent lack of growth from PSAT 9 to PSAT 10 across both the 2025 and 2026 cohorts continues to signal that foundational math skill development in the early high school grades requires greater attention. Heading into Year 3, DVS will focus on strengthening intervention intensity and instructional alignment at the 9th and 10th grade levels, ensuring that students are building the mathematical foundations necessary for college readiness before reaching their junior year. The slight stabilization of SED CAASPP Math scores in Year 2 is an encouraging early sign, but with SED students still scoring 41.9 points below standard, closing this achievement gap remains one of the most pressing priorities for Goal 4. The Math Intervention Specialist role, MTSS coordination, and academic coaching supports will continue to intentionally prioritize unduplicated students, with data review cycles used to ensure that the most at-risk students are receiving timely, appropriately intensive supports. The positive upper-grade outcomes seen in PSAT and SAT cohort growth data affirm that existing test preparation and college readiness supports are working at the junior and senior levels, and these investments will be maintained. The overall framework of Goal 4 remains sound, and Year 3 efforts will focus on extending the effectiveness seen at upper grade levels deeper into the early high school pipeline. A previous action around Summer Bridge was removed, as DVS now runs orientations where screening tests are done during the summer rather than Summer Bridge.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Intervention and support classes in mathematics	Students in need of Math interventions will have access to intervention and support courses in their weekly schedules. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$22,875.00	Yes
4.2	Software for diagnostic testing and instructional	Diagnostic tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Teachers analyze student	$10,380.00	No

Action #	Title	Description	Total Funds	Contributing
	support in mathematics	data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.		
4.3	Multi-Tiered Student Supports	Staff (teachers, academic coaches, counselors) included in other Goals within this LCAP receive stipends to coordinate student support systems as a part of the DVS MTSS Team.		Yes
4.5	PSAT/SAT test and prep course fees	To ensure success for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, SAT/ACT prep courses offered free of charge to students on weekends and during summer, the cost of this action is represented as a joint cost with the same action in Goal 3.		No
4.6	Mathematics Intervention	The Math Intervention Specialist will support student achievement in Math and focus on strategies that will lead to academic growth through Tier II and III instruction. The specialists will provide individual or small group instruction to students who are struggling academically and coaching to Math teachers. Low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils will be intentionally reviewed and given priority for additional supports.	$33,578.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard: 4-Year Cohort Grad Rate	On the 2023 CA School Dashboard, DVS had a 4-year cohort graduation rate of 99.3%, maintaining with a 0% change in points from the year before, for a Blue overall dashboard rating.	On the 2024 CA School Dashboard, DVS had a 5-year cohort graduation rate of 99.3%, maintaining with a 0% change in points from the year before, for a	On the 2025 CA School Dashboard, DVS had a 5-year cohort graduation rate of 97%, a decline of 2.3% from the previous year before, for a	Cohort graduation rate (including DVX students) will be Very High by state standards (at least 95%).	Decline of 2.3%. Maintained above 95% target outcome and Blue rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Blue overall dashboard rating.	Blue overall dashboard rating.		
5.2	4-Year Cohort Dropout Rate	The 4-year cohort dropout rate for the class of 2023 was 0.7% (1 student).	The 4-year cohort dropout rate for the class of 2024 was 0% (0 students).	The 4-year cohort dropout rate for the class of 2025 was 0% (0 students).	The dropout rate will remain less than 2%.	Maintained at 0%.
5.3	CA Dashboard: College and Career Readiness Indicator (CCI)	On the 2023 CA School Dashboard, 97.8% of DVS students were rated by the state as Prepared, for a Very High dashboard rating. No CCI ratings were reported on the 2022 dashboard, so change and color ratings for this metric will not be reported until the 2024 dashboard.	On the 2024 CA School Dashboard, 97.2% of DVS students were rated by the state as Prepared, maintaining with a -0.6% change from the year before, for a Blue overall dashboard rating.	On the 2025 CA School Dashboard, 94% of DVS students were rated by the state as Prepared, a decline of 3.2% from the year before, for a Green overall dashboard rating.	DVS will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.	Decline of 3.2%. Maintained target outcome with Green rating.
5.4	CA Dashboard: College and Career Readiness Indicator (CCI) (unduplicated subgroups)	On the 2023 CA School Dashboard, 96.9% of DVS SED students were rated as prepared on the College & Career indicator, for a Very High rating on the dashboard. DVS only had five 12th grade EL graduates in 2023, which is not enough students to have preparedness reported on the CA Dashboard for this year. No CCI ratings were reported on the 2022 dashboard, so change and color	On the 2024 CA School Dashboard, 94.8% of DVS SED students were rated as prepared on the College & Career indicator, a decline of 2.2% from the previous year, for an overall Green rating. DVS only had one 12th grade EL graduate in 2024, which is not enough students to have preparedness	On the 2025 CA School Dashboard, 91.9% of DVS SED students were rated as prepared on the College & Career indicator, a decline of 2.9% from the previous year, for an overall Green rating. DVS only had five 12th grade EL graduates in 2025, which is not enough students to have	DVS will maintain Blue or Green ratings for unduplicated subgroups on the College & Career indicator on the CA School Dashboard.	SED: 2.9% Decline. Maintained target outcome with Green rating. EL: No data available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ratings for this metric will not be reported until the 2024 dashboard.	reported on the CA Dashboard for this year.	preparedness reported on the CA Dashboard for this year.		
5.5	Broad course of study: A-G eligibility rate	96.4% of the class of 2023 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	97.9% of the class of 2024 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	95.5% of the class of 2025 graduating cohort were A-G eligible, demonstrating access to a broad course of study in all content areas.	DVS will maintain A-G course eligibility rates above 90%.	Decline of 2.4%. Maintained above 90% target outcome.
5.6	Career Technical Education (CTE) pathway completion rate	44.5% of the class of 2023 graduating cohort completed a CTE course pathway according to the College & Career Measures Report on the 2023 CA School Dashboard.	41.7% of the class of 2024 graduating cohort completed a CTE course pathway according to the College & Career Measures Report on the 2024 CA School Dashboard.	76.7% of the class of 2025 graduating cohort completed a CTE 2025 CA School Dashboard Met UC/CSU Requirements and CTE Pathway Completion Report.	DVS will increase and then maintain CTE pathway completion rates to remain above 50%.	Increase of 35%. Met target outcome at over 50%.

Goal Analysis [2025-26]

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

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

Overall implementation of Goal 5 in Year 2 continued with strong fidelity to planned actions, and the year produced several notable successes alongside some areas of continued focus. Graduation rates, A-G eligibility, and college and career readiness outcomes all remained well above their respective targets, and a significant programmatic milestone was achieved in CTE pathway completion. The most significant success of Year 2 was the dramatic increase in CTE pathway completion, which rose from 41.7% to 76.7%, a 35-point increase that far exceeded the 50% target. This improvement is directly attributable to the certification of a CTE teacher in 2024-25, which allowed Biomedical Science pathway students to be reported as CTE completers on the CA Dashboard for the first time. This represents a meaningful expansion of the school's ability to formally document and recognize the career-focused learning that DVS students have been engaged in, and it substantially strengthens the school's profile on the College & Career Readiness indicator going forward. The 4-year cohort dropout rate remained at 0% for the second consecutive year, and the state graduation rate of 97%, while a modest decline of 2.3%

from Year 1, remained well above the 95% target and maintained a Blue Dashboard rating. A-G eligibility also remained strong at 95.5%, comfortably above the 90% target. A continuing challenge is the gradual decline in the College and Career Readiness Indicator for both all students and SED students. The overall CCI dropped from 97.2% to 94%, moving from Blue to Green, and SED students declined from 94.8% to 91.9%, maintaining a Green rating. While both groups remain above target thresholds, the consistent downward trend across all three years warrants attention heading into Year 3. EL graduate numbers remained too small to generate reportable CCI data, continuing a persistent data limitation for this subgroup.

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

There were no significant material differences between budgeted and estimated actual expenditures for Goal 5. Resources across all funded action areas, spanning credit recovery software, dual enrollment stipends and textbooks, college application software, alumni tracking and real-world learning programs, and CTE pathway staffing and materials, were implemented as planned and within the intended financial scope. Dual enrollment staffing stipends and textbook costs were allocated across LCFF and Other State funds as budgeted, and college application software including Naviance, Parchment, and Collegewise were funded through their respective Title IV and Other State fund sources as planned. The CTE and Real-World Learning action represents the largest investment within Goal 5, with personnel and non-personnel costs covered through Other State funds including CTEIG, and expenditures are expected to align closely with budgeted amounts. Summer school costs continued to be covered under Goals 3 and 4 as planned, with no separate expenditure required under Goal 5. Overall, the planned percentages of improved services were met or exceeded, most notably through the dramatic increase in CTE pathway completion, and no variances adversely affected the quality or availability of college and career readiness services for any student group.

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

The actions implemented under Goal 5 have demonstrated strong overall effectiveness in Year 2, with several metrics showing meaningful improvement and all key indicators remaining at or above target thresholds. The most significant development was the dramatic increase in CTE pathway completion, which rose from 41.7% to 76.7%, far exceeding the 50% target. The dropout rate remained at 0% for the second consecutive year, and graduation rates, A-G eligibility, and college and career readiness outcomes all remained well above their respective targets. The gradual decline in the CCI for both all students and SED students is an area of continued focus, though both groups maintained Green ratings.

5.1 Credit Recovery- This action has continued to demonstrate strong effectiveness. The 0% dropout rate for the second consecutive year and a graduation rate of 97%, well above the 95% target, affirm that credit recovery supports and differentiated course sections are successfully keeping at-risk students on track toward graduation. The availability of Subject.com as a credit recovery platform provides flexible, accessible support for students who need it most, and this action remains a critical safety net for student retention and graduation outcomes.

5.2 Summer School & Summer Bridge Programs- Summer school and bridge programs continued to support students needing additional coursework, with costs covered under Goals 3 and 4. The sustained graduation and dropout rate outcomes suggest these programs continue to play an important supporting role in keeping students on track. As noted in Goals 3 and 4, stronger alignment between summer instruction and school-year intervention strategies will be a continued focus to maximize impact.

5.3 College Courses & Dual Enrollment- This action has remained highly effective. A-G eligibility held at 95.5%, well above the 90% target, and the sustained Green rating on the CCI reflects the continued impact of dual enrollment opportunities and counselor-supported college course access. The breadth of dual enrollment offerings across multiple teachers and community college partners ensures that students have meaningful pathways to college-level coursework before graduation, contributing directly to post-secondary preparation outcomes.

5.4 College Application Software- This action has continued to demonstrate effectiveness in guiding students through the college application and financial aid process. The College & Career Readiness Indicator, while declining modestly from 97.2% to 94%, remained above target with a Green rating. Naviance, Parchment, and Collegewise continue to provide structured, data-informed support for college-going processes, and the Senior College & Career Readiness course ensures that all students receive direct guidance through this critical transition. Continued attention to SED students, whose CCI rate declined to 91.9%, will be important heading into Year 3.

5.5 Alumni Tracking & Real-World Learning Programs- This action has continued to support the connection between classroom learning, workplace preparation, and post-graduation success. Real-world learning programs provide students with industry partner-supported experiences that strengthen college and career readiness in ways that complement traditional academic metrics. Alumni tracking and engagement help sustain the DVS community beyond graduation and provide valuable data on long-term student outcomes. These efforts contribute meaningfully to the school's strong overall college and career readiness profile.

5.6 Career Technical Education & Real-World Learning Opportunities- This action was the standout success of Year 2. The certification of a CTE teacher in 2024-25 allowed Biomedical Science pathway students to be formally reported as CTE completers for the first time, driving the pathway completion rate from 41.7% to 76.7%, a 35-point increase that far exceeded the 50% target. This outcome validates the significant investment in CTE teacher staffing, materials, equipment, and field trips, and demonstrates that DVS's three CTE pathways are providing students with meaningful, credential-bearing career and technical education experiences. Sustaining and building on this momentum heading into Year 3 will be a priority.

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

Reflections on Year 2 implementation have resulted in no significant structural changes to Goal 5's core goal, metrics, or target outcomes. The strong performance across graduation, A-G eligibility, dropout, and CTE pathway completion metrics affirms that the current framework and actions are well-designed and producing meaningful results, and DVS will continue with the existing structure heading into Year 3. The dramatic increase in CTE pathway completion, from 41.7% to 76.7%, validates the investment made in CTE teacher credentialing and pathway development, and sustaining this momentum will be a central focus in Year 3. With the Biomedical Science pathway now formally recognized as a CTE completer pathway, DVS will focus on maintaining and deepening the quality of all three CTE pathways, ensuring that students continue to have access to rigorous, industry-connected learning experiences that contribute to meaningful college and career readiness outcomes. The gradual decline in the College and Career Readiness Indicator across all three years, for both all students and SED students, remains an area of concern even as Green ratings are maintained. Heading into Year 3, DVS will continue to examine the factors contributing to this trend and look for opportunities to strengthen the supports that directly influence CCI outcomes, including dual enrollment access, college application guidance, and career readiness programming. Particular attention will be paid to SED students, whose CCI rate of 91.9%, while above target, has declined consistently and represents an equity gap that warrants proactive intervention. The 0% dropout rate and 97% graduation rate are strong indicators that credit recovery and retention supports are working effectively, and these investments

will be maintained. Real-world learning programs and alumni tracking will continue to be prioritized as essential components of DVS's holistic approach to preparing students for life beyond graduation, bridging academic preparation with the workplace skills and post-secondary connections that define the Da Vinci experience.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Credit recovery	DVS will create a customized credit recovery program within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation	$16,807.00	No
5.2	Summer school & Summer bridge programs	Summer school courses will be made available in core content area courses as determined by student needs and costs are included with intervention costs in Goals 3 & 4.		No
5.3	College courses & Dual Enrollment	College courses will be offered to as many students as possible. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$24,000.00	No
5.4	College Application Software	Senior students are provided with a College & Career Readiness course to take them through the college application, financial aid application, and scholarship application process. Teachers receive stipend for teaching this class as an additional assignment. Software (Naviance, Parchment, etc.) is used to track and monitor the college going process, as well as provide data on alumni successes beyond high school.	$19,558.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Alumni Tracking & Real-World Learning Programs	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. Alumni tracking is a key component in determining student success in life beyond graduation, and alumni connections help ensure that DVS graduates continue to feel supported in their lives beyond high school.	$50,000.00	No
5.6	Career Technical Education & Real-World Learning Opportunities	Materials, Equipment, Professional Development and Training for teachers to support the development and growth of DVS's 3 CTE pathways.	$908,429.00	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
$$479,943.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.850%	0.000%	$0.00	6.850%

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
1.5	**Action:** Academic coaching support **Need:** In Fall 2025, 95% of all Da Vinci Science students achieved a 2.0 or above unweighted GPA, with 96% maintaining that threshold in Spring 2026. Disaggregated by Socioeconomically Disadvantaged (SED) status, only 90% of SED students earned a 2.0 or above, compared to 99% of non-SED	As a single-site charter school, all students at Da Vinci Science are enrolled under the same school and LEA, allowing for the implementation of schoolwide academic coaching and tutoring supports. These services are available to all students, but are designed with a deliberate focus on identifying and prioritizing low-income pupils, English learners, foster youth, and redesignated fluent English proficient students for additional, individualized support, particularly EL students,	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using student grades and GPAs in core academic content areas in Goal 1, as well as the disaggregated CAASPP scores from Goals 3 & 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, a meaningful and persistent 9-percentage-point gap. This pattern continues into Spring 2026. The gap is far more pronounced for English Learner (EL) students. Only 67% of EL students achieved a 2.0 or above GPA, compared to 96% of non-EL students, a 29-percentage-point gap, a substantial shift from prior years when EL students showed almost no GPA gap relative to their non-EL peers. DVS's current-year climate survey corroborates this pattern. While EL students reported strong scores on most measures, including the highest Overall score of any group (83%), they reported a notably lower Learning Strategies score (55%) compared to 66 schoolwide and 67 for SED students, suggesting that even EL students who feel connected and positive about the school may still need more explicit support in study skills and academic self-management, consistent with this year's GPA gap. SED students, meanwhile, reported scores at or near the schoolwide average across most measures, though their Cultural Awareness & Action score (75%) trailed the schoolwide figures of 45% and 76%, respectively. Academic coaching is a critical support for improving outcomes among English Learners and Socioeconomically Disadvantaged students, who continue to face the most significant GPA gaps at Da Vinci Science. By offering individualized support and guidance,	whose GPA and Learning Strategies survey results reveal the most significant need this year. Academic coaches play a pivotal role in providing comprehensive, schoolwide support through personalized academic guidance, socioemotional check-ins, and access to resources that promote long-term success. Because EL and SED students are fully integrated across every grade level and classroom at DVS's single school site rather than concentrated in a separate program, academic coaching must be embedded schoolwide to reach these students consistently. By embedding coaching within a schoolwide system, Da Vinci ensures that all students benefit from a culture of support, while using regular data analysis to identify and target unduplicated students who may require intensified intervention. This proactive and inclusive model ensures equity of access while delivering the strategic supports needed to close opportunity and achievement gaps, with particular attention this year to strengthening EL students' learning strategies and study skills alongside their already strong sense of school connectedness.	

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
	academic coaches help students build essential academic skills, develop effective study habits, and stay on track with coursework, directly responsive to the Learning Strategies gap reflected in this year's EL survey results and the persistent GPA gap for SED students. Coaches also collaborate with teachers to align instruction with student needs and use data to inform targeted interventions. In addition to academic guidance, coaches provide encouragement and socioemotional support, fostering a sense of belonging and resilience. This multifaceted approach ensures that underserved students receive the consistent, personalized support necessary to close achievement gaps and reach their full potential. **Scope:** LEA-wide		
2.4	**Action:** Counseling Staffing **Need:** Da Vinci Science's current-year climate survey shows that SED students continue to report lower connectedness and trust scores than their peers across several measures. SED students reported an Overall score of 75%, compared to 79% schoolwide, and trailed on Cultural Awareness & Action (75% vs. 76%). EL students, by contrast, reported notably higher scores than the schoolwide average on Overall (83%), and Diversity & Inclusion (100%), but a markedly lower Learning	As a single-site charter school, all students at Da Vinci Science are part of the same school and LEA, making it both practical and equitable to implement counseling services on a schoolwide basis. DVS maintains a lower student-to-counselor ratio than the state average to ensure all students, particularly low-income students, English learners, foster youth, and reclassified fluent English proficient students, receive timely, individualized support. This model allows counselors to address academic, social-emotional, and college/career readiness needs more effectively across the entire student body.	DVS will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2, as well as disaggregated College & Career Readiness rates from Goal 5.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Strategies score (55% vs. 66% schoolwide), suggesting that while EL students feel a strong sense of belonging and satisfaction, they may need more structured support in academic skill-building and organization. This survey pattern is corroborated by GPA data from Goal 1: only 90% of SED students achieved a 2.0 or above GPA, compared to 99% of non-SED students, while only 67% of EL students achieved this threshold, compared to 96% of non-EL students, a substantial and newly widened gap for EL students in particular. On the 2025 CA School Dashboard College and Career Indicator (CCI), 94.0% of Science graduates were rated by the state as Prepared, a decline of 3.2 percentage points from the prior year, though still earning a Green dashboard rating. 91.9% of DVS SED graduates were rated as Prepared, a decline of 2.9 percentage points, also maintaining a Green rating. DVS continues to have too few EL graduates (5) to generate a reportable CCI status for this subgroup. These trends underscore the continued need for strong, comprehensive counseling services to support unduplicated students' academic, social, and emotional well-being. At Da Vinci Science, counseling staff play a critical role in early identification and intervention, building meaningful relationships with students, and offering personalized guidance around college and career readiness. Maintaining a lower	Because EL and SED students are integrated across every grade level and classroom at DVS's single school site rather than concentrated in a single program, counseling services must be provided schoolwide to reach these students consistently. Providing services schoolwide rather than limiting them to targeted groups ensures that support is inclusive and preventative rather than reactive. Lower counselor caseloads improve student connectedness, reduce suspensions, and strengthen college preparedness. Counselors with manageable caseloads can build deeper relationships with students, foster a stronger sense of belonging, and identify early signs of academic or behavioral challenges — including the Learning Strategies gaps now visible in this year's EL survey results and the continued GPA gap facing SED students. This inclusive approach benefits unduplicated students by embedding equitable support structures throughout the school environment. According to the American School Counselor Association (2019), lower student-to-counselor ratios are strongly associated with improved academic and social outcomes, underscoring the importance of maintaining this investment LEA-wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student-to-counselor ratio allows for more responsive, individualized support, helping to remove barriers to learning and promote positive outcomes in attendance, behavior, and academic achievement, particularly important given the EL Learning Strategies and GPA gaps reflected in this year's data. Additional counselors also ensure that unduplicated students receive the targeted support they need to navigate high school and prepare for post-secondary success. Sustaining and strengthening these services is essential to fostering a more inclusive school climate and advancing equitable outcomes for all learners. **Scope:** LEA-wide		
2.5	**Action:** Administrative Staffing- AP **Need:** Da Vinci Science's current-year climate survey data shows a mixed but informative pattern for unduplicated students. SED students reported an Overall connectedness score of 75%, compared to 79% schoolwide, with a similarly modest gap on Cultural Awareness & Action (75% vs. 76%). EL students reported markedly higher scores than the schoolwide average on several measures, Overall (83%), School Culture & Safety (90%), and Diversity & Inclusion (100%), but a meaningfully lower Learning Strategies score (55% vs. 66% schoolwide), pointing to a specific,	As a single-site charter school, all students at Da Vinci Science are enrolled within the same school and LEA, making a schoolwide approach to assistant principal support both efficient and equitable. The assistant principal plays a vital role in supporting the academic and social-emotional success of all students, with particular attention to the needs of unduplicated student groups, including low-income students, English learners, foster youth, and reclassified English proficient students. By maintaining schoolwide responsibilities, the assistant principal is positioned to build relationships with a broad cross-section of students and families, implement schoolwide systems for attendance, behavior, and academic support, and ensure that all students	DVS will continue to monitor student survey results and suspension rates for all students as well as unduplicated student groups in Goal 2.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	addressable area of need even within an otherwise strongly positive picture for this subgroup. GPA data from Goal 1 reinforces these patterns: 90% of SED students achieved a 2.0 or above GPA this year, compared to 99% of non-SED students, while only 67% of EL students reached this threshold, compared to 96% of non-EL students, a substantial gap that represents a significant shift from prior years when EL students showed little to no GPA disparity. On the 2025 CA School Dashboard College and Career Indicator (CCI), 94.0% of Science graduates were rated by the state as Prepared, a decline of 3.2 percentage points from the prior year, though still earning a Green dashboard rating. 91.9% of DVS SED graduates were rated as Prepared, a decline of 2.9 percentage points, also maintaining a Green rating. DVS continues to have too few EL graduates (5) to generate a reportable CCI status for this subgroup. Staffing an assistant principal at Da Vinci Science addresses a critical need for increased student support, particularly for our unduplicated student groups. An assistant principal plays a key role in fostering a positive school climate by building strong, consistent relationships with students and serving as a daily point of connection and accountability. With dedicated leadership capacity, the assistant principal can implement proactive,	benefit from a positive and inclusive school climate. Because unduplicated students are present across every grade level and classroom at DVS's single school site rather than concentrated in a single program, this leadership role must operate schoolwide to consistently identify and respond to needs such as this year's EL Learning Strategies gap and the persistent SED GPA disparity. Providing this support on a schoolwide basis ensures that no student is overlooked and that interventions are preventive and equitable. The assistant principal helps lead key initiatives such as MTSS implementation, restorative practices, and student engagement efforts, with disaggregated survey and outcome data, including this year's GPA and climate survey results, informing continuous improvement. This leadership role allows for targeted outreach and individualized support when needed, while fostering a cohesive and connected school community. A schoolwide model ensures that the assistant principal can address the needs of unduplicated students within the broader context of building systems and relationships that support success for all.	

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
	individualized interventions, including academic and study-skills support that responds directly to this year's EL Learning Strategies gap, that help prevent challenges from escalating. This role also enhances the school's ability to support Multi-Tiered System of Supports (MTSS), social-emotional learning, and positive behavior programs that benefit all students while ensuring targeted attention for those who need it most. By creating a more inclusive, supportive environment, an assistant principal helps ensure unduplicated students feel seen, supported, and equipped to succeed both academically and socially. **Scope:** LEA-wide		
3.1	**Action:** Intervention and support classes in ELA **Need:** On the 2025 CA School Dashboard, Da Vinci Science Socioeconomically Disadvantaged (SED) students continue to score lower than the All Students results in ELA, though both groups remain in positive territory. Schoolwide, DVS students scored 67.3 points above standard, a decline of 13.3 points from the year before, while still maintaining a Green dashboard rating. SED students scored 41.4 points above standard, a steeper decline of 16.1 points, also earning a Green rating. While SED students remain above standard overall, the widening gap between SED and All Students performance (now roughly 26 points,	As a single-site charter school, all students at Da Vinci Science are enrolled within the same school and LEA. All students requiring ELA support are provided access to intervention and support courses incorporated into their weekly schedules. The school will maintain, and increase as needed, the number of academic coaches and instructional hours to ensure timely, personalized assistance. Although the intervention framework is schoolwide, unduplicated students are systematically reviewed and prioritized for additional support. These students often encounter systemic challenges that affect their language development and academic achievement. A comprehensive, schoolwide intervention system ensures that no student is overlooked.	DVS will continue to monitor academic progress and access to curriculum in ELA for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	up from about 23 points the prior year) signals a need for continued, targeted ELA support. DVS continues to have too few EL students (6) to generate a reportable CAASPP ELA score on the Dashboard. A persistent and widening achievement gap for SED students on the ELA CAASPP test highlights the critical need for targeted English interventions and support programs. These students often face systemic barriers to academic success, including limited access to early literacy experiences and academic enrichment outside of school. ELA intervention programs play a vital role in identifying specific learning gaps, providing individualized support, and addressing foundational literacy skills through evidence-based instruction. Providing structured reading interventions and differentiated instructional strategies is critical for supporting SED students in developing essential skills such as comprehension, vocabulary, and fluency. These foundational abilities are vital for accessing and succeeding in grade-level content across all subjects. Through personalized, small-group instruction, interventions can be tailored to meet each student's unique learning needs, fostering significant academic progress. Early and targeted support is key to closing achievement gaps and ensuring that all students, especially SED and EL students, are equipped to meet or exceed English Language Arts proficiency standards.	Because SED and EL students are integrated across every grade level and ELA classroom at DVS's single school site rather than concentrated in a separate program, intervention courses and coaching must remain available schoolwide to reach these students consistently. Research demonstrates that targeted ELA interventions improve reading comprehension, vocabulary, and fluency, particularly for historically underserved students (Slavin et al., 2009). Academic coaches play a vital role by providing individualized instruction, monitoring student progress, and addressing academic and non-academic barriers. This integrated approach ensures that all students, especially those in unduplicated groups, build the skills and confidence necessary to meet grade-level standards and achieve long-term success, particularly as the SED ELA gap continues to widen this year.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Software for diagnostic testing and instructional support in ELA **Need:** On the 2025 CA School Dashboard, DVS SED students continue to score lower than the All Students results in ELA. Schoolwide, students scored 67.3 points above standard, a decline of 13.3 points from the prior year, maintaining a Green rating. SED students scored 41.4 points above standard, a decline of 16.1 points, also Green, but the gap between the two groups has widened compared to the prior year. DVS continues to have too few EL students (6) to have CAASPP ELA scores reported on the Dashboard. This widening achievement gap for SED students highlights the need for targeted, data-informed instructional strategies. Diagnostic and formative assessments are essential tools in identifying individual skill gaps, language development needs, and areas where additional support is required. These assessments provide timely, actionable insights that allow educators to tailor instruction, differentiate learning experiences, and implement evidence-based interventions before gaps widen further.	As a single-site charter school, all students at Da Vinci Science are enrolled within the same school and LEA. Administering ELA diagnostic assessments to all students, especially upon enrollment, ensures that educators can identify each learner's current reading and language proficiency levels. These assessments allow teachers to tailor instruction, scaffold learning, and differentiate support to meet the diverse needs of all students. While all students benefit from personalized instruction informed by diagnostic data, these tools are particularly impactful for unduplicated pupils, including low-income students, English learners, foster youth, and redesignated fluent English proficient students. Because these students are enrolled across every grade level and classroom at DVS's single school site rather than concentrated in a separate program, diagnostic testing must be administered schoolwide to identify and respond to gaps such as this year's widening SED ELA decline as early as possible. Research from the National Center for Education Statistics (NCES) and the Institute of Education Sciences (IES) underscores that diagnostic testing paired with targeted reading interventions improves literacy outcomes and reduces achievement disparities. Offering these tools schoolwide ensures that all students, especially those most at risk, receive timely, effective	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	By using diagnostic data to guide instructional decisions, educators can deliver personalized support that promotes literacy development, strengthens reading comprehension, and enhances overall academic outcomes. This targeted approach is particularly critical for SED students, who may face additional barriers to learning and whose ELA performance gap grew this year despite remaining above standard overall. Implementing diagnostic and formative testing as part of a comprehensive instructional support strategy helps close achievement gaps and ensures equitable access to high-quality education for all learners. **Scope:** LEA-wide	supports that promote growth in reading, language development, and overall ELA performance.	
3.3	**Action:** Multi-Tiered Student Supports **Need:** On the 2025 CA Dashboard, DVS continues to maintain a Blue suspension rate, with only 0.4% of all students suspended at least once, a decline of 1.3 percentage points from the prior year. SED students were suspended at a rate of 1.0%, a decline of 1.0 percentage point, earning a Green rating. EL student suspension data was not reported due to the subgroup's size being under 30 students. These low and improving suspension rates suggest that behavioral support structures are working well schoolwide.	As a single-site charter school, all students at Da Vinci Science are enrolled at the same school and Local Educational Agency (LEA). While MTSS is implemented schoolwide to benefit all learners, it provides an essential framework for identifying and supporting the unique needs of unduplicated students, including English Learners, foster youth, and socioeconomically disadvantaged students. Within this structure, differentiated instruction, targeted progress monitoring, and tiered interventions ensure that support is both comprehensive and responsive. Unduplicated students are intentionally reviewed through data-informed practices and prioritized for additional services when needed, including the academic support implied by this year's widening SED ELA gap.	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP ELA scores in Goal 3.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2025 CA School Dashboard, DVS SED students continue to score lower than All Students in ELA, with the gap widening this year. Schoolwide, students scored 67.3 points above standard, a decline of 13.3 points, while SED students scored 41.4 points above standard, a steeper decline of 16.1 points. DVS continues to have too few EL students (6) to have CAASPP ELA scores reported on the Dashboard. Implementing a Multi-Tiered System of Supports (MTSS) is essential for closing this widening ELA gap while sustaining the strong behavioral outcomes already achieved for unduplicated students. MTSS offers a proactive, data-informed framework that identifies and addresses both academic and behavioral needs through a continuum of tiered interventions. By using regular progress monitoring and evidence-based practices, schools can respond quickly to student needs and provide personalized, targeted support — both to maintain the Blue/Green suspension outcomes already in place and to respond to the growing SED ELA gap. This system is especially critical for unduplicated students who may face additional barriers to academic success. MTSS allows educators to deliver differentiated instruction, embed socioemotional learning supports, and intervene early to prevent students from falling behind. Research confirms that comprehensive MTSS implementation improves overall student outcomes and helps	Because EL, SED, and other unduplicated students are integrated across every classroom and tier of support at DVS's single school site, MTSS must operate schoolwide to consistently identify and respond to academic and behavioral needs wherever they arise. Research by Fuchs et al. (2010) confirms that MTSS practices such as personalized instruction and tiered supports are highly effective at improving outcomes, particularly in areas like math and literacy. At DVS, the MTSS model promotes equity by embedding targeted interventions within a schoolwide approach, ensuring that all students, especially those who need it most, receive the right support at the right time, sustaining the strong, low suspension rates already achieved while working to close the widening SED ELA gap.	

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
	ensure equitable access to educational opportunities (McIntosh & Goodman, 2016). At Da Vinci Science, MTSS practices are foundational to fostering an inclusive, responsive learning environment where all students, and especially those who have been historically underserved, are supported in achieving their full potential. **Scope:** LEA-wide		
4.1	**Action:** Intervention and support classes in mathematics **Need:** On the 2025 CA School Dashboard in Math, Da Vinci Science Socioeconomically Disadvantaged (SED) students continue to score lower than the All Students results. Schoolwide, students scored 2.5 points below standard, a decline of 6.2 points from the prior year, moving the school's rating to Yellow. SED students scored 41.9 points below standard, essentially flat with a slight maintenance of 1.6 points from the prior year, also a Yellow rating. While the SED Math score did not worsen significantly this year, the gap between SED and All Students performance remains substantial, at nearly 40 points. DVS continues to have too few EL students (6) to have CAASPP Math scores reported on the	As a single-site charter school, all students at Da Vinci Science are enrolled in the same school and LEA. Students who need additional support in math will have access to intervention and support courses incorporated into their weekly schedules. The school will maintain and, if necessary, increase academic coaching staff and instructional hours to ensure timely, personalized assistance for all students. While math interventions are provided schoolwide, unduplicated students will be intentionally reviewed and prioritized for additional support. These students often face unique challenges that require targeted interventions to close achievement gaps, particularly as the persistent SED Math gap and the schoolwide decline into Yellow territory both point to a need for sustained, intensified focus this year. Because EL and SED students are integrated across every grade level and math classroom at DVS's single school site rather than concentrated in a separate program, math intervention courses must be embedded schoolwide to reach these students consistently. Similar to the ELA	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard for that year due to privacy concerns. Similar to the English interventions described above, targeted intervention and support programs in Math are essential when achievement gaps on the CAASPP continue to persist for unduplicated students, and when schoolwide performance itself has declined into Yellow territory this year. These interventions focus on addressing specific skill deficits through targeted instruction, language support, and personalized learning strategies tailored to students' unique needs. By concentrating on these areas, math intervention programs help close learning gaps, strengthen foundational numeracy skills, and improve overall academic performance. Moreover, these supports create a positive and encouraging learning environment that builds students' confidence and motivation, critical factors for overcoming challenges and achieving success in mathematics. **Scope:** LEA-wide	interventions outlined in Goal 3, providing consistent access to scheduled math support enables DVS to deliver focused, individualized instruction. Increasing academic coaches and support hours allows for ongoing guidance, progress monitoring, and timely feedback, all of which contribute to bridging learning gaps and developing essential math skills. This comprehensive, schoolwide strategy fosters a more inclusive learning environment and works to reduce the math achievement gaps for unduplicated students.	
4.3	**Action:** Multi-Tiered Student Supports **Need:** On the 2025 CA School Dashboard in Math, DVS Socioeconomically Disadvantaged (SED) students continue to score lower than the All Students results, demonstrating that learning gaps in Math persist at DVS. Schoolwide,	As a single-site charter school, all students at Da Vinci Science are enrolled at the same school and Local Educational Agency (LEA). While MTSS is implemented schoolwide to benefit all learners, it provides an essential framework for identifying and supporting the unique needs of unduplicated students, including English Learners, foster youth, and socioeconomically disadvantaged students. Within this structure, differentiated instruction,	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students scored 2.5 points below standard, a decline of 6.2 points from the prior year, for a Yellow rating. SED students scored 41.9 points below standard, holding roughly flat (a slight 1.6-point maintenance), also Yellow. DVS continues to have too few EL students (6) to have CAASPP Math scores reported on the Dashboard. On the 2025 CA Dashboard, suspension rates remain a strength for DVS: only 0.4% of all students were suspended at least once, a decline of 1.3 percentage points, for a Blue rating. SED students were suspended at a rate of 1.0%, a decline of 1.0 percentage point, for a Green rating. This suggests that while behavioral supports are working well, the persistent Math achievement gap requires continued, dedicated academic attention separate from behavioral concerns. Implementing a Multi-Tiered System of Supports (MTSS) is essential for closing the persistent Math achievement gap and supporting the success of unduplicated students, even as behavioral outcomes remain strong. MTSS offers a proactive, data-informed framework that identifies and addresses both academic and behavioral needs through a continuum of tiered interventions. By using regular progress monitoring and evidence-based practices, schools can respond quickly to student needs and provide personalized, targeted support, particularly in Math, where the schoolwide	targeted progress monitoring, and tiered interventions ensure that support is both comprehensive and responsive. Unduplicated students are intentionally reviewed through data-informed practices and prioritized for additional services when needed, particularly given the persistent SED Math gap and the schoolwide decline into Yellow territory this year. Because unduplicated students are integrated across every classroom and tier of support at DVS's single school site, MTSS must operate schoolwide to consistently identify and respond to academic needs wherever they arise, even while behavioral outcomes such as this year's strong suspension rates remain a genuine strength. Research by Fuchs et al. (2010) confirms that MTSS practices such as personalized instruction and tiered supports are highly effective at improving outcomes, particularly in areas like math and literacy. At DVS, the MTSS model promotes equity by embedding targeted interventions within a schoolwide approach, ensuring that all students, especially those who need it most, receive the right support at the right time.	

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
	decline into Yellow territory and the persistent SED gap both signal a need for intensified focus. This system is especially critical for unduplicated students who may face additional barriers to academic success. MTSS allows educators to deliver differentiated instruction, embed socioemotional learning supports, and intervene early to prevent students from falling behind. Research confirms that comprehensive MTSS implementation improves overall student outcomes and helps ensure equitable access to educational opportunities (McIntosh & Goodman, 2016). At Da Vinci Science, MTSS practices are foundational to fostering an inclusive, responsive learning environment where all students, and especially those who have been historically underserved, are supported in achieving their full potential. **Scope:** LEA-wide		
4.6	**Action:** Mathematics Intervention **Need:** On the 2025 CA School Dashboard in Math, DVS Socioeconomically Disadvantaged (SED) students continue to score lower than the All Students results, demonstrating that learning gaps in Math persist at DVS. Schoolwide, students scored 2.5 points below standard, a decline of 6.2 points from the prior year, for a	As a single-site charter school, all students at Da Vinci Science are enrolled in the same school and LEA. Students who require additional support in math will continue to have access to intervention and support courses integrated into their weekly schedules. The Math Intervention Specialists will focus on delivering Tier 2 and 3 instruction through individualized and small group settings, while also providing coaching and professional development for math teachers. Unduplicated students will be intentionally reviewed and prioritized for these	DVS will continue to monitor academic progress and access to curriculum for unduplicated student groups using disaggregated student CAASPP Math scores in Goal 4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Yellow rating, the school's first below-standard schoolwide Math result in recent years. SED students scored 41.9 points below standard, essentially flat from the prior year, also Yellow. DVS continues to have too few EL students (6) to have CAASPP Math scores reported on the Dashboard for that year due to privacy concerns. Targeted math interventions and supports are critical when achievement gaps in math CAASPP results persist for SED students and when schoolwide performance itself has declined into below-standard territory for the first time. Math intervention specialists play a key role in diagnosing specific learning deficits, skill gaps, and areas requiring focused support. Through individualized and small group instruction, these specialists deliver structured, evidence-based teaching designed to address identified needs and strengthen students' numeracy skills. This personalized approach fosters improved mathematical understanding, fluency, and overall academic achievement. Providing these targeted interventions is essential to closing persistent achievement gaps and promoting equitable outcomes for all students, with particular urgency given this year's schoolwide decline. **Scope:** LEA-wide	additional supports, particularly important given the persistent SED gap and the schoolwide decline into Yellow territory this year. Because SED and other unduplicated students are integrated across every grade level and math classroom at DVS's single school site rather than concentrated in a separate program, math intervention specialists must operate schoolwide to reach these students consistently. Research demonstrates that math intervention specialists effectively increase math achievement for unduplicated students by addressing specific learning gaps through targeted, evidence-based instruction. According to Gersten et al. (2009), students receiving specialized math interventions make significant gains in proficiency. By implementing personalized teaching strategies and regularly monitoring progress, math intervention specialists help unduplicated students develop foundational math skills and build confidence, which leads to improved academic outcomes and greater long-term success — an especially important focus this year as DVS works to reverse the schoolwide decline reflected on the 2025 Dashboard.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.6	**Action:** English Language Learner and Coordinator and Support **Need:** On the 2025 CA School Dashboard, DVS Socioeconomically Disadvantaged (SED) students continue to score lower than the All Students results in ELA, demonstrating a widening gap. Schoolwide, students scored 67.3 points above standard, a decline of 13.3 points, while SED students scored 41.4 points above standard, a decline of 16.1 points. DVS continues to have too few EL students (6) to have CAASPP ELA scores reported on the Dashboard for privacy reasons. The 2025 Dashboard's English Learner Progress Indicator shows that 0.0% of DVS's small EL population (5 students) made progress toward English Language Proficiency this year, a result that, while based on a very small subgroup and not assigned a color rating, is a meaningful shift from the considerably more positive results that this small population's progress data has shown is highly sensitive to individual student trajectories given the subgroup's size. Summative ELPAC results for the past three years show that no DVS EL students progressed at least one ELPI level or decreased a level in 2022, 2024, or 2025,	An English Learner Coordinator will continue to be designated to oversee the academic progress of current EL students and monitor the success of RFEP students for four years post-reclassification. The coordinator will also facilitate English Language Development (ELD) seminars for students still working toward language proficiency, with particular attention this year to the flat ELPI trends reflected in the 2025 Dashboard data. These targeted supports are intentionally designed to meet the unique linguistic and academic needs of EL students. The EL Coordinator ensures that instruction is aligned with both language acquisition goals and grade-level content standards. This includes implementing scaffolds such as differentiated instruction, vocabulary development, and reading comprehension strategies that make complex academic material accessible to students still developing English proficiency. Beyond English Language Arts, the coordinator works with teachers across disciplines to support integrated language development, ensuring that EL students can fully engage with curriculum in all content areas. Additionally, the coordinator provides professional development for staff to strengthen the use of inclusive, culturally responsive practices. These combined efforts help EL students build language fluency, access rigorous academic content, and remain on track	We will continue to monitor academic progress and access to curriculum for English Learners using disaggregated student CAASPP ELA scores and English Language Proficiency rates in Goal 3, as well as disaggregated GPA data from Goal 1.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instead, all EL students maintained their existing ELPI levels across this period, indicating a need for renewed, intentional language development support to help these few students continue advancing rather than plateauing. In the absence of robust state testing metrics for this small EL population, GPA data as measured in Goal 1 remains another important academic indicator. EL and RFEP students continue to show little to no GPA gap relative to their EO/IFEP peers in past data, though the EL Coordinator's ongoing, individualized monitoring remains essential to verify this holds true given how few students this subgroup represents and how much a single student's results can shift the picture. Even with strong GPA parity and a small population size, EL students at Da Vinci Science still face distinct and complex challenges that require ongoing, targeted support. Language acquisition is a multidimensional process that impacts access to academic content, participation in classroom dialogue, and the ability to engage with grade-level curriculum across all subject areas, and the flat ELPI trajectory seen over the past three years suggests these students may benefit from more active, ongoing language development support rather than passive maintenance at their current proficiency level. **Scope:**	for long-term academic success and college readiness, with a particular focus this year on reversing the flat ELPI progress trend and supporting continued movement toward full English proficiency.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	129.5:1	
Staff-to-student ratio of certificated staff providing direct services to students	16:1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$7,006,465.00	$479,943.00	6.850%	0.000%	6.850%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,144,708.00	$1,116,529.00	$5,000.00	$95,372.00	$2,361,609.00	$1,795,664.00	$565,945.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Course Materials	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$45,800.00	$27,800.00	$8,000.00		$10,000.00	$45,800.00	0.00%
1	1.2	Teacher recruitment and credentialing support	All	No			All Schools	ENTIRE SCHOOL YEAR	$12,500.00	$0.00	$7,500.00		$5,000.00		$12,500.00	0.00%
1	1.3	Teacher professional development	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$26,840.00	$13,825.00			$13,015.00	$26,840.00	0.00%
1	1.4	Extra Period Stipends	All	No			All Schools	ENTIRE SCHOOL YEAR	$10,000.00	$0.00	$10,000.00				$10,000.00	0.00%
1	1.5	Academic coaching support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$54,808.00	$0.00	$27,404.00			$27,404.00	$54,808.00	0.00%
2	2.1	Parent/ guardian engagement & communications	All	No			All Schools	ENTIRE SCHOOL YEAR	$21,859.00	$3,742.00	$25,601.00				$25,601.00	0.00%
2	2.2	Advisory curriculum	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$1,500.00	$1,500.00				$1,500.00	0.00%
2	2.3	Extra-curricular activities including freshman Overnighter	All	No			All Schools	AUGUST/ENTIRE SCHOOL YEAR	$156,564.00	$259,537.00	$313,701.00	$102,400.00			$416,101.00	0.00%
2	2.4	Counseling Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$427,027.00	$0.00	$427,027.00				$427,027.00	0.00%
2	2.5	Administrative Staffing- AP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$155,384.00	$0.00	$155,384.00				$155,384.00	0.00%
2	2.6	Professional Development	All	No			All Schools	ENTIRE SCHOOL YEAR	$2,500.00	$0.00	$2,500.00				$2,500.00	0.00%
3	3.1	Intervention and support classes in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	ENTIRE SCHOOL YEAR	$51,503.00	$0.00	$24,099.00			$27,404.00	$51,503.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.2	Software for diagnostic testing and instructional support in ELA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$23,668.00	$0.00	$17,100.00			$6,568.00	$23,668.00	0.00%
3	3.3	Multi-Tiered Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$3,875.00	$0.00	$3,875.00				$3,875.00	0.00%
3	3.5	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$14,000.00		$14,000.00			$14,000.00	0.00%
3	3.6	English Language Learner and Coordinator and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ENTIRE SCHOOL YEAR	$4,875.00	$0.00	$4,875.00				$4,875.00	0.00%
4	4.1	Intervention and support classes in mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$22,875.00	$0.00	$22,875.00				$22,875.00	0.00%
4	4.2	Software for diagnostic testing and instructional support in mathematics	All	No			All Schools		$0.00	$10,380.00				$10,380.00	$10,380.00	0.00%
4	4.3	Multi-Tiered Student Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR								0.00%
4	4.5	PSAT/SAT test and prep course fees	All	No			All Schools	ENTIRE SCHOOL YEAR								
4	4.6	Mathematics Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ENTIRE SCHOOL YEAR	$33,578.00	$0.00	$33,578.00				$33,578.00	0.00%
5	5.1	Credit recovery	All	No			All Schools	ENTIRE SCHOOL YEAR	$3,219.00	$13,588.00	$16,206.00			$601.00	$16,807.00	0.00%
5	5.2	Summer school & Summer bridge programs	All	No			All Schools	SUMMER								
5	5.3	College courses & Dual Enrollment	All	No			All Schools	ENTIRE SCHOOL YEAR	$23,000.00	$1,000.00	$1,000.00	$23,000.00			$24,000.00	0.00%
5	5.4	College Application Software	All	No			All Schools	ENTIRE SCHOOL YEAR	$0.00	$19,558.00	$8,858.00	$10,700.00			$19,558.00	0.00%
5	5.5	Alumni Tracking & Real-World Learning Programs	All	No			All Schools	ENTIRE SCHOOL YEAR	$50,000.00	$0.00		$50,000.00			$50,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.6**	Career Technical Education & Real-World Learning Opportunities	All	No			All Schools	ENTIRE SCHOOL YEAR	$738,429.00	$170,000.00		$908,429.00			$908,429.00	0.00

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$7,006,465.00	$479,943.00	6.850%	0.000%	6.850%	$716,217.00	0.000%	10.222 %	**Total:**	$716,217.00
								LEA-wide Total:	$711,342.00
								Limited Total:	$4,875.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Academic coaching support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,404.00	0.00%
2	2.4	Counseling Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$427,027.00	0.00%
2	2.5	Administrative Staffing- AP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,384.00	0.00%
3	3.1	Intervention and support classes in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,099.00	0.00%
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,100.00	0.00%
3	3.3	Multi-Tiered Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,875.00	0.00%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	English Language Learner and Coordinator and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,875.00	0.00%
4	4.1	Intervention and support classes in mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,875.00	0.00%
4	4.3	Multi-Tiered Student Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		0.00%
4	4.6	Mathematics Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,578.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,314,972.00	$2,403,147.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Course Materials	No	$51,270.00	$45,995.00
1	**1.2**	Teacher recruitment and credentialing support	No	$7,500.00	$7,500.00
1	**1.3**	Teacher professional development	No	$11,120.00	$11,159.00
1	**1.4**	Extra Period Stipends	No	$10,000.00	$10,000.00
1	**1.5**	Academic coaching support	Yes	$50,617.00	$45,678.00
2	**2.1**	Parent/ guardian engagement & communications	No	$23,282.00	$31,803.00
2	**2.2**	Advisory curriculum	No	$4,375.00	$4,489.00
2	**2.3**	Extra-curricular activities including freshman Overnighter	No	$416,101.00	$412,611.00
2	**2.4**	Counseling Staffing	Yes	$418,890.00	$463,716.00
2	**2.5**	Administrative Staffing- AP	Yes	$149,728.00	$177,260.00
2	**2.6**	Professional Development	No	$2,500.00	$2,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Intervention and support classes in ELA	Yes	$44,599.00	$54,049.00
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes	$6,377.00	$6,377.00
3	3.3	Multi-Tiered Student Supports	Yes	$15,000.00	$14,110.00
3	3.4	Summer Bridge Programs	No		
3	3.5	PSAT/SAT test and prep course fees	No	$16,700.00	$16,700.00
3	3.6	English Language Learner and Coordinator and Support	Yes	$2,875.00	$2,875.00
4	4.1	Intervention and support classes in mathematics	Yes	$30,000.00	$30,000.00
4	4.2	Software for diagnostic testing and instructional support in mathematics	No	$10,000.00	$7,645.00
4	4.3	Multi-Tiered Student Supports	Yes		
4	4.4	Summer Bridge Programs	No		
4	4.5	PSAT/SAT test and prep course fees	No		
4	4.6	Mathematics Intervention	Yes	$29,549.00	$36,007.00
5	5.1	Credit recovery	No	$6,824.00	$5,982.00

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)
5	**5.2**	Summer school & Summer bridge programs	No		
5	**5.3**	College courses & Dual Enrollment	No	$30,375.00	$36,855.00
5	**5.4**	College Application Software	No	$18,861.00	$21,407.00
5	**5.5**	Alumni Tracking & Real-World Learning Programs	No	$50,000.00	$50,000.00
5	**5.6**	Career Technical Education & Real-World Learning Opportunities	No	$908,429.00	$908,429.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$464,529.00	$465,758.00	$465,758.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Academic coaching support	Yes	$29,101.00	$29,101.00	0.00%	
2	2.4	Counseling Staffing	Yes	$190,000.00	$190,000.00	0.00%	
2	2.5	Administrative Staffing- AP	Yes	$149,728.00	$149,728.00	0.00%	
3	3.1	Intervention and support classes in ELA	Yes	$19,505.00	$20,395.00	0.00%	
3	3.2	Software for diagnostic testing and instructional support in ELA	Yes			0.00%	
3	3.3	Multi-Tiered Student Supports	Yes	$15,000.00	$14,110.00	0.00%	
3	3.6	English Language Learner and Coordinator and Support	Yes	$2,875.00	$2,875.00	0.00%	
4	4.1	Intervention and support classes in mathematics	Yes	$30,000.00	$30,000.00	0.00%	
4	4.3	Multi-Tiered Student Supports	Yes			0.00%	
4	4.6	Mathematics Intervention	Yes	$29,549.00	$29,549.00	0.00%	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,699,298.00	$464,529.00	0.000%	6.934%	$465,758.00	0.000%	6.952%	$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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